DOCUMENT RESUME

ED 360 568 CE 064 394

TITLE Teen Living 7015. Work and Family Supplement.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational and Technical Education Services.
PUB DATE Aug 93
NOTE 330p.; For a related document, see CE 064 356.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS Adolescents; Behavioral Objectives; *Career Development; Competence; Competency Based Education; *Consumer Education; Course Content; *Daily Living Skills; Educational Resources; Education Work Relationship; *Family Life Education; High Schools; *Home Economics; Learning Activities; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS *Family Work Relationship; North Carolina; Tech Prep

ABSTRACT

This supplement to the Teen Living curriculum contains materials to help teachers integrate family skills and tech prep skills into consumer home economics programs. It is keyed to a 2-semester consumer home economics course, based on the North Carolina Program of Studies (revised 1992); it is designed to help students focus on the relationship between family and work, incorporate activities fostering basic skills, and explore the roles of consumer choices, teen pregnancy, and student organizations. The guide contains the following units: (1) work skills; (2) family skills; (3) a tech prep unit; and (4) eight teen living units. The teen living units cover these topics: work and family, nutrition and wellness, family living, child development, consumer management, clothing and fashion, living environments, and leadership and citizenship. Units contain assignments that include competencies, objectives, resources, activities, suggestions for further study and practice, and a personal assessment. The supplement also contains a bibliography listing 18 sources; three appendixes include a project leadership form, a comparison of a conventional classroom to a classroom based on recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS), and information on parliamentary procedure. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 360 568

WORK AND FAMILY SUPPLEMENT

TEEN LIVING

7015

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HOME ECONOMICS EDUCATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION SERVICES
STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27601-2825

AUGUST 1993

BOB ETHERIDGE, STATE SUPERINTENDENT

CE 064 354

BEST COPY AVAILABLE

Activities and procedures within
the Division of Vocational and Technical Education Services are
governed by the philosophy of simple fairness to all.
Therefore, the policy of the Division is that all operations will
be performed without regard to race, sex, color, national origin, or handicap.

WORK AND FAMILY SUPPLEMENT

TEEN LIVING

7015

FUNDED BY:

TITLE III, PART B
CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT
AMMENDMENTS OF 1990

ACKNOWLEDGMENTS

The success of this project is due to the cooperation, assistance, and support of many individuals. It is impossible to name all of those to whom we are indebted; however, the following special acknowledgments are to be made:

Financial support for the project was provided by Title III, Part B, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

Administrative support was provided by Dr. Tom McNeel, Superintendent of New Hanover County Schools; Ms. Nell Hunnicutt, Vocational Director of New Hanover County Schools; and Mr. Roy Keith, Finance Officer of New Hanover County Schools.

Project direction was provided by Frances B. Parnell, Home Economics Teacher, New Hanover County Schools. This work was a response to a previous grant-funded project that identified work and family skills and compared these skills to the Teen Living Curriculum;. This resource puts into application the findings of the previous research.

Appreciation is due the teachers who were instrumental in determining the approach to be used in developing this TEEN LIVING WORK AND FAMILY SUPPLEMENT and also for contributing ideas and materials toward the development of the units. They are: Ms. Margaret S. Anderson, East McDowell Junior High; Ms. Theresa Batts, New Hanover High; Ms. Margaret G. Chase, Wake County Schools; Ms. Barbara P. Goff, South Park High; Ms. Katherine G. Hinkle, Lexington Senior High; Ms. Judith I. Jones, Richlands High; Ms. Connie Kaiser, Albritton Junior High; Ms. Barbara Kiker, Anson Junior High; Ms. Arleta Oldfield, E. A. Laney High; Ms. Vicki Peel, Williamston High; Ms. Jan Powell, Anson Junior High; Ms. Linda S. Robinson, John T. Hoggard High; Ms. Mary Ellen Seay, Lakeside School; and Ms. Lois Webber, East Forsyth High.

We are grateful to the teachers and administrators who made local arrangements for workshops across the state to introduce teachers to the supplementary materials and to invite teacher input as the units of instruction were being developed. They are: Ms. Nancy Harris and Ms. Shirley Henkel, Statesville High School; Ms. Carol Holshouser, South Rowan High School; Ms. Billie Landen, New Bern High School; Ms. Arlene Maness, North Moore High School; Ms. Jan Powell and Barbara Kiker, Anson Junior High School; Ms. Ann Coleman and Ms. Anita Marley, East Columbus High School; Ms. Kathleen Mitchell, Dixon High School; Ms. Debra Scott and Ms. Billie DeVane, James Kenan High School; Ms. Nancy Severt, Beaver Creek High School; and Ms. Vickie Frazier and Ms. Lois Webber, East Forsyth High School.

Members of the Advisory Committee were: Mr. Jeff Axelberg, Lakeside

School; Ms. Niki Beckett, Lakeside School; Mr. Sid Bradsher, Family Service; Mrs. Blanch Chism, New Hanover County 4-H Agent; Mr. Dennis Chism, Family Home Health Care and Chism Construction, Inc.; Mr. Steve Coleman, Williams Cleaners; Ms. Vashti Crummy, Lakeside School; Ms. Karen Farris, Remington Apparel Inc.; Mrs. Rachel Freeman, New Hanover County Board of Education; Ms Daizy Godfrey, Lakeside School; Ms. Amy Hamme, Child Advocacy Commission; Mrs. Ann King, Mom, Wilmington, N.C.; Mr. Edward Lacewell, Head Start; Ms. Pat Laney, New Hanover County Department of Social Services; Mr. Titus Laney, Lakeside; Ms. Paula T. Lanier, Home Economist and Office Manager for Terry F. Turner and Co.; Dr. Al H. Lerch, Dropout Prevention Coordinator, New Hanover County Schools; Mr. Ed Maorga, New Hanover County Board of Education; Ms. Renee McGill, Domestic Violence Center; Ms. Cynthia Meredith, New Hanover County Board of Health; Ms. Ruth McSwain, Educational Consultant; Mr. Terry Noble, Lakeside School; Ms. Fontella Penny, Lakeside School; Mr. Jim Pierce, New Hanover County Board of Education; Ms. Carolyn Robinson, General Electric Company; Ms. Sonja Robinson, Job Placement/Dropout Prevention Counselor, E. A. Laney High School; Mrs. Lucille T. Shaffer, New Hanover County Board of Education; Dr. Marc J. Sosne, Assistant Superintendent of Instructional Services, New Hanover County Schools; and Ms. Lori Stephenson, New Hanover County Board of Education.

Some teachers sent ideas for inclusion in the supplement. They are: Ms. Linda Brown, Roanoke High; Ms. Susan Brown, Northeastern High; Ms. Kathleen Mitchell, Dixon High; Ms. Mona Padrick, Richlands High; and Ms. Jonnye Sue Smith, McMichael High.

Teachers who critiqued Teen Living units and/or.field tested them with students include: Ms. Angell Caudill, R. J. Reynolds Senior; Ms.Katherine Davis, Swansboro High; Ms. Linda Greene, East Forsyth High; Ms. Phyllis Lewis, Bladenboro High; Ms. Vicki Peel, Williamston High; Ms. Jan Powell and Ms. Barbara Kiker, Anson Junior High; Ms. Carolyn Jenkins, Williston Middle; Ms. Janis Meek, Warren County High; Ms. Mary Morgan, North Forsyth Senior High; Ms. Helen Prince, East Forsyth High; Ms. Camilla Weber, John T. Hoggard High; Ms. Portia Waters, West Forsyth High; Ms. Linda White, North Forsyth Senior; and Ms. Paula White, R. J. Reynolds Senior.

Many teachers contributed to the VoCats Test Item Bank, and Ms. Mary Jo Nason edited the final copy of that test bank upon which the contents of this Work and Family Supplement are based.

Appreciation is due Mr. Ronnie Laviner, New Hanover High, who assisted with the collection of test items from the Teen Living VoCATS Test Item Bank, and Ms. Allison Fay Toney and Ms. Shannon Lanier who assisted with mass mailings.

Dr. Vila M. Rosenfeld, Coordinator of Secondary Education, East Carolina University, served as project consultant, and made the chief contribution to research and development necessary for the materials on Tech Prep.

Mrs. Irene B. Tilley edited the contents of this publication and made purposeful suggestions throughout.

Mrs. Kathy Hopper, Secretary, Department of Vocational Education, New Hanover County Schools, served as project secretary throughout the year, and Miss Mimi Smythe, Cooperative Training Student, E. A. Laney High School, assisted with technical preparations.

Mrs. Sonja Robinson, Job Placement/Dropout Prevention Counselor, E. A. Laney High School, read the manuscript throughout and offered valuable suggestions. Ms. Anise Troth, member National Association of Parliamentarians, critiqued the sections which included parliamentary law to insure the purity of recommended procedures.

Ms. Mary Ellen Seay and Ms. Joyce Piner, from Lakeside School, worked with students who served on the Advisory Committee.

Ms. Margaret G. Chase, who developed the TEEN LIVING CURRICULUM GUIDE, was prompt with information to keep the work of that publication and this supplement synchronized.

Rebecca B. Payne, C. H. E.
State Consultant
Home Economics Education
State Department of Public Instruction

TABLE OF CONTENTS

INTRODUCTION 1

UNITS OF INSTRUCTION 10

1. WORK SKILLS UNIT OF INSTRUCTION 10

2. FAMILY SKILLS UNIT OF INSTRUCTION 14

3. TECH-PREP UNIT OF INSTRUCTION 20

4. TEEN LIVING UNITS OF INSTRUCTION 26

Unit A: Work and Family 26

Objective 1.01 26

Objective 1.02 26

Objective 1.03 26

Objective 2.01 38

Objective 2.02 38

Objective 3.01 49

Objective 3.02 57

Objective 3.03 61

Objective 3.04 65

Objective 3.05 71

Objective 3.06 77

Objective 3.07 81

Unit B: Nutrition and Wellness 87

Objective 4.01 87

Objective 4.02 90

Objective 4.03 94

Objective 5.01 108

Objective 5.02 112

Objective 5.03 116

Objective 5.04 116

Objective 5.05 125

Objective 5.06 128

Unit C: Family Living 131

Objective 6.01 131

Objective 6.02 131

Objective 6.03 131

Objective 7.01 139

Objective 7.02 139

Objective 7.03 139

Objective 8.01 147

Objective 8.02 153

Unit D: Child Development 157

Objective 9.01 157

Objective 9.02 160

Objective 9.03 163

Objective 9.04 166

Objective 10.01 169

Objective 10.02 174

Unit E: Consumer Management 180

Objective 11.01 180

Objective 11.02 180

Objective 11.03 180

Objective 11.04 180

Objective 12.01 197

Objective 12.02 202

Objective 12.03 204

Objective 12.04 208

Unit F: Clothing and Fashion 212

Objective 13.01 212

Objective 13.02 219

Objective 13.03 222

Objective 13.04 225

Objective 14.01 228

Objective 14.02 232

Objective 14.03 235

Objective 14.04 239

Unit G: Living Environments 242

Objective 15.01 242

Objective 15.02 249

Objective 15.03 258

Objective 16.01 261

Objective 16.02 269

Objective 16.03 272

Unit H: Leadership and Citizenship 276

Objective 17.01 276

Objective 17.02 276

Objective 17.02 281

Objective 17.03 276

Objective 18.01 289

Objective 18.02 294

BIBLIOGRAPHY 303

APPENDICES 305

APPENDIX I Power of One 305

APPENDIX II SCANS Classroom 307

APPENDIX III Parliamentary Procedure 308

INTRODUCTION

This Work and Family Supplement to the Teen Living curriculum is designed to:

. Provide "family wellness" curriculum materials for North Carolina Home Economics teachers that can be integrated into existing Consumer Home Economics programs.

. Provide instructional materials reinforcing the teaching of family skills applicable to the workplace.

A plan is also included to encourage students to incorporate careers taught in Consumer Home Economics into a Tech Prep Associate Degree or college preparatory course of study.

The vision of Vocational Home Economics Education has been kept as a landmark throughout. That vision states: "Vocational Home Economics Education empowers individuals and families to manage the challenges of living and working in a diverse global society. That relationship between work and family is our unique focus."

Most people choose to be a family member as a part of their lifestyle. Family membership includes diverse roles. Most people further compound family roles by choosing gainful employment (working for money), and even volunteer services which brings with them a further diversity of roles. Balancing multiple roles inherent in work, family, and community activities plus having time and energy left to safeguard one's physical, mental, emotional, social, and spiritual well-being is an issue--of national magnitude--that modern families must tackle. An effort has been made--through this publication--to show how **some members** of different family structures and living groups have responded to these challenges.

Finding gainful employment for which one is skilled is another national issue. This Work and Family Supplement to the Teen Living curriculum aims throughout to show that effective family skills are also marketable work skills which are highly sought in the workplace.

Skills Needed to Function Effectively in Contemporary Family Settings (DACUM, 1991) have been used throughout as examples of family skills. What Work Requires of Schools (The Secretary's Commission on Achieving Necessary Skills, 1991) has been used as the necessary work skills. The VoCATS Test Item Bank (Division of Vocational Education Services, North Carolina Department of Public Instruction, 1991) is the primary source of information used to show the relationship between effective family skills and work skills needed in the workplace.

A Comparison Between Family Skills and Work Skills: A Curricular Research Study (Parnell, 1992) has been used to guide the contents of this publication. An effort has been made to teach family skills by the high standards for which Home Economics has been traditionally recognized in areas such as management, work and family, and child development. An added effort has been made to integrate more of the **work skills** (SCANS) throughout and to further emphasize **family skills** in leadership and citizenship, living environments, consumer choices, nutrition and wellness, and clothing and fashion. Crisis management has been integrated throughout, and teachers are encouraged to continue to look for other appropriate ways to help prepare students to "weather the storm" that may likely occur such as:

- Five minutes before you were leaving for a special event you discovered the suit/dress you had planned to wear was too small.
- You borrowed an expensive outfit from a friend. The care label was missing, you laundered it, and it faded.
- Your dog destroyed your neighbor's prized flower bed.
- Your friend committed suicide.
- Your first-born has a birth defect.
- The primary wage earner in your family lost his/her job.

This Work and Family Supplement is most appropriate for both small and large group use, but it was carefully planned to be "student ready." This means a student who has the ability to read should be able to use the materials independently. (Non-readers will naturally need someone to help them read before they can respond.) An intense effort has been made to provide content that will capitalize on the innate interests teens have in their peers and other people such as: what people do and how they think and respond/react to the events of daily living. Hopefully, this will motivate students and serve the following educational needs:

- Students will have an opportunity to identify, organize, plan, and allocate resources.
- Students will have opportunities to work with others.
- Students will acquire and use information.
- Students will understand complex interrelationships.
- Students will recognize a variety of technologies that impact work and family.
- Reading, writing, math, listening, and speaking skills will be taught and reinforced throughout.
- Students will be challenged to think creatively, make decisions, solve

problems, visualize, learn to learn, and reason.

. Students can assume more responsibility for their learning which will further enhance self-esteem, sociability, self-management, integrity, and honesty. Learning to learn-- independently--at the high school level helps to prepare students for **life-long learning experiences**--so necessary in a fast-paced, ever changing society. (SCANS, 1991)

. Students who are absent from class when an objective is taught can use these materials to make up the missing lesson.

. Substitute teachers should find the lessons easy to follow.

The decision to tie the Work and Family Supplement to the VoCATS Test Item Bank was made by twelve teachers representing areas across North Carolina. The units have been critiqued by other teachers and students across the state and modifications were made as needed. The units have also been studied by a twenty-nine member advisory committee to identify and modify any sensitive issues that might be considered objectionable.

UNDERSTANDING THE FORMAT

Each assignment begins with the **course name**, then the **unit title**, followed by a **competency**. Following the competency statement is **a number in parentheses** to tell the teacher at a glance the total number of class periods designated for this competency in the **"Teen Living Blueprint**." The number in parentheses does not reflect the amount of time needed for covering the Work and Family Supplement.

Following the competency statement is an **objective**--or in some cases--**a series of objectives**. Each objective is followed by **a number which is also in parentheses.** This number indicates the total number of class periods designated for this objective in the "Teen Living Blueprint." Again, it does not reflect the number of class periods needed to cover the activities which follow.

Following the objective(s) is a section for teacher use. A **time** line has been provided for you to assign the amount of time **you will allow students to complete the activities**. (This helps students to assume responsibility for managing their time.)

Two lines marked **resources** are available for you to note special resources available to help students master the content. You may wish to provide textbook references, magazine articles, news clippings, and any other resources you have to enrich learning such as poster materials or materials needed to make a booklet such as scissors, glue, yarn, etc.

The last line in this section is marked **media**. Here you can note available computer software, videos, filmstrips, camcorders, and other media sources you want students to use.

Introductions to the lessons vary. An **introductory or focus activity** precedes most of the essays. These are planned to set the stage for the activity by stimulating students to think about the concept before the in-depth study begins.

Focus questions and activities to give reading breaks are marked throughout with **graphics**--four of which have special meaning:

The wise old owl means **think and talk about the content you have just read**. There are no single correct responses; answers will vary. The questions are designed to encourage students to think, promote discussion, and practice interpersonal skills as they communicate with others.

The fat pencil introduces both family skills and work skills; it **means analyze these skills and check those that apply to the situation at hand.**

A first-place ribbon is used to **stimulate the student to consider working on a related FHA/HERO Competitive Event or Power of One module.** .

A drama (comedy and tragedy) mask is used to introduce a challenge to students **to do further study or practice** related to each objective. Students are invited to **create their own assignment**, but it will probably be helpful if the teacher and students discuss this early in the academic year and brainstorm a long list of possibilities. Encourage students to use a variety of skills and abilities such as:

Practice something they want to do better--maybe art.
Plan something with which they can experiment--the effectiveness of various consumer products is one example.
Research a topic they want to learn more about.

Promote family relationships by planning a pleasant surprise for someone at home.

Work off stress by writing poetry or a rap number.

Plan a Power of One module.

Prepare to participate in a FHA/HERO Competitive Event.

Say "Hello" to a casual acquaintance as you go from class to class for a day. (Be sure to have several suggestions that do not entail extra time to emphasize that "little investments yield rich dividends.") A few other graphics are used to add diversity, which do not require special action on the part of the student.

Questions are raised throughout for which the answer is not given. One example: "What is the usual financial difference in using 'vacation time' versus 'family leave'?" When students do not know the answer they can seek the answer by using available resources such as other people (interviews) or library research.

Encourage students to delve into all questions and seek as many plausible answers as they can generate. **Critical thinking** is frequently built into these questions.

A **personal assessment** concludes each lesson. Students are asked to either tell or estimate the **percentage** of each assignment they complete. The teacher may need to teach the mathematical process for determining percentages. It is hoped that this procedure will **remind students** that it is important to complete 100% of their assignments and **instantly reward** students who do. (Hopefully having to estimate some percentages will not frustrate students, but some activities are difficult to count.)

An effort has been made to encourage students to relate their learnings to **technologies** that impact work and family, **family skills,** and **work skills.** A challenge to **further study** and **action** has been made along with an encouragement for the student to state a possible **future goal.** Students will probably need to be encouraged and rewarded--with appreciation and maybe even an occasional bonus--to maintain their enthusiasm for and interest in the personal assessment.

Bold type has been used throughout to focus on key points. **Bold type** helps to point out or clarify meanings that are needed to correctly answer VoCATS Test Items. This is intended to help students with reading deficits.

The informal approach intends to capture the interests of teens while it teaches important family skills which can be used in the workplace. It is intended that the human interest stories will teach students by modeling behaviors through the lives of others--much like themselves. Hopefully, students can analyze the processes in the lives of fictional characters and apply the learnings (how to do and how not to do) in a way to enrich the efficiency and quality of their own lives.

SUPPLEMENT USES?

Each teacher will have unique ideas for using the Work and Family Supplement. Some possible uses are:

- Introduce the study of an objective or a series of closely related objectives.
- Provide make-up work for absentees.
- Assign work for homebound students.
- Assign homework.
- Supply emergency lesson plans for substitute teachers.
- Promote group work among all populations.

- Improve reading and other basic skills.
- Stimulate growth of interpersonal skills.
- Summarize objectives after they have been taught.
- Give students an opportunity to observe the competency and/or objective content as it is applied to the lives of some people.
- Review for tests and VoCATS assessments

Many teachers may not wish to use the Work and Family Supplement. Yet, the relationship between work and family is the unique focus of Vocational Home Economics Education. Two lessons have been included as a part of the supplement, which can be used to present family skills (DACUM) and works skills (SCANS) to any group. **These lessons are relevant to any curriculum.** Teachers are encouraged to introduce these skills early in the academic year in every subject matter area and to review them regularly to help students recognize the relationship between work and family skills. **Once these skills are identified, teachers will have many creative ways to make teaching them an on-going process in Teen Living, Independent Living, Foods and Nutrition, Child Care, and on through the Home Economics curriculum.**

An activity to introduce students to the **Tech Prep** curriculum has also been included. Again, Tech Prep is relevant to students enrolled in all courses. Teachers are encouraged to make this activity available to all students as they make choices that will affect future career possibilities.

It is further hoped that all teachers will find a way to teach the content of competencies 1:00 and 2.00. Competency 1:00 sets the stage for work and family concepts. Competency 2:00 makes students aware of technologies that impact on work and families.

The "Teen Living Blueprint" when compared to SCANS showed a 49 % relationship in technology (Parnell, 1992). There are not a great many computer software programs on the market for this course content, and teachers, therefore, do not use computers daily. This misconception makes it imperative that all students be exposed to the diverse technologies that impact work and family without limiting the scope to home computers. The Teen Living curriculum is fertile soil indeed for teaching the application of technologies when people are aware of the full scope of technologies.

Teen Living teachers who plan to use lessons included in the Work and Family Supplement will want to be sure students are familiar with the technologies in competency 2.00. Almost every lesson has a question on the impact of technology on work and family. Students will need to be familiar with the broad concept of home technologies in order to feel successful with these questions.

Competency 3, "Identify work opportunities in Home Economics," introduces students to Home Economics-related careers for each of the Teen Living units. **It is recommended that each of the career-related objectives be taught with the corresponding unit of instruction**. For example, objective 3.01, "Identify career opportunities and job qualifications in the nutrition, food, fitness and hospitality industry," will probably be more effective if taught with Unit B, "Nutrition and Wellness." Objective 3.02, "Identify career opportunities and job qualifications in family-oriented careers," can then be taught with Unit C and so on. Objective 3.07, "Identify career opportunities and job qualifications in Home Economics Education," **does not correlate** with a particular unit. It is very important to the future of the profession that we make talented young people aware of the opportunities that await those with degrees in Home Economics Education. The teacher will decide when objective 3.07 can best be taught.

ORGANIZING AND MAINTAINING FILES

Teachers will want to duplicate copies of the lessons for student use. It is suggested that you designate a color for each unit and run the lessons on colored paper. Because the printed pages will look very much alike, some confusion can be eliminated by using color codes. A comment such as "Today's lesson is on blue paper" will be most helpful to some students.

A **simple filing system** using the **course** or **unit title** and the **objective number** should serve most teachers and students well.

TROUBLESHOOTING

Students are bound to say, "These people are syrupy sweet" as they react to the stories. Having read the stories in advance, you can be prepared for the teaching opportunities inherent in these comments. (Of course, you will not want to use all opportunities at once. You will need some ideas to last throughout the year.) Some responses might include:

1. "These families represent ideal families; however, since we are all individuals, we react in different ways at different times. Few people are 'ideal' all the time."

2. "Are you saying that families do not have to be perfect in order to be effective?" Encourage students to state some imperfections that occur in families. Discuss how to handle imperfections as they arise.

3. "Are you saying you are uncomfortable with perfect people? that your family and friends will be loved even when they aren't perfect?"

4. "If these people are too sweet, let us create a conflict for them. What situation could we inject that would stir some controversy and "liven up" this household?" (As ideas are suggested, challenge students to determine if they represent effective or ineffective behaviors. Discuss possible outcomes of each suggestion or the impact it would have on certain members of the family.)

5. "These families were planned to teach **effective skills** by modeling effective behaviors. Would you like to plan a family that has brawls--a family that really enjoys a good fight" (The learnings will still be positive because they will mentally identify positive family skills and verbalize the counterparts to create a brawl.)

6. "What imperfections or character flaws would you expect to find in this situation?"

7. Plan on the content of the story under discussion such as: "In what ways would the story differ if Mr. Mason had been a single parent?" Or-- "How do you think the Masons would have managed if his job had been terminated? What else might have happened to change the nature of this family?"

8. "These essays are based on the VoCATS Test Item Bank. Let me give you the test items for this objective so you can choose incorrect answers to write a different kind of essay. Let's see what kind of families we can create." (Each objective has ten test items. Students could write their stories for homework. You may want to ask them to include three parts:

. An introduction
. The body
. The conclusion

Pass the stories around the following day for students to read and edit for grammar, punctuation, and conformity to the above outline.
You may want to give awards to the--

. Kindest family
. Most outrageous family
. Family most likely to succeed
. Family most likely to end up in court

Again, students have to first identify skills that are effective and use their counterparts for the stories, so the **real** lesson is still positive.)

While the stories are comprehensive enough to teach the concepts tested by VoCATS, **they are limited in scope**. You will want your students to have more exposure. Hopefully, the age-old cliche can be applied, "You **can** lead a learner to water and you **can** make him/her drink, if you first salt the individual with interest." It is hoped that these essays will motivate students to seek more information, with the help of other students, the teacher, and independently.

VOCABULARY

No effort was made to avoid the use of words that students might not recognize immediately. Comprehending and using new words is a part of the learning process. Enthusiastic teachers can help students enjoy **adding new words to their vocabulary**. When a new word is introduced, encourage the student to **guess** the meaning of the word by noting the context in which it is used. Study the word to see if it has a **root word** that gives a clue to the meaning. Emphasize to students that it is **always** acceptable to ask a speaker for clarification when new words "fog" the meaning of the conversation. **Use a dictionary to research the meaning** when a dictionary is available. You may even want to ask students who have a study guide for the Scholastic Aptitude Test (SAT) to write other family situations using words from the SAT. Most students enjoy discovering and using new words in a relaxed atmosphere. The teacher may even want to encourage students to keep a running list of new words they are learning to 1) recognize and 2) verbalize.

EVALUATION

When you as a teacher need some feed back, positive stokes, or "warm fuzzies" see APPENDIX II, p. 307. Compare **your classroom** to a **conventional classroom** and a **SCANS Classroom.** Give yourself an honest assessment.

LESSON PLANS

1. WORK SKILLS UNIT OF INSTRUCTION

COURSE: ALL HOME ECONOMICS COURSES

OBJECTIVE: Examine skills needed to function effectively in the workplace.

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ______________________________________

NECESSARY WORK SKILLS

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Read these carefully and place a check beside each one when you think you understand it. Your teacher will have a copy of TEACHING THE SCANS COMPETENCIES, U.S. Department of Labor (1993), if you need more information.

COMPETENCIES. Effective workers can productively use:
A.__**Resources:** Allocating time, money, materials, space, staff;
B.__**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
C.__**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
D.__**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
E.__**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and trouble-shooting technologies.

THE FOUNDATION. Competence requires:
F.__**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;

G.__Thinking Skills: Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
H.__Personal Qualities: Individual responsibility, self-esteem, sociability, self-management, and integrity.

DIRECTIONS: Match the tasks described below with the "Necessary Skills" identified by SCANS (on the preceding page). The "Necessary Skills" are marked A, B, C, and so on. One example has been provided to make recording these easy for you.

Example:

A,B,C,D,E,F,G,H Julienne is a sewing supervisor for a company that makes jogging suits. She trains seamstresses. (Note: Julienne will need every work skill at one time or another.)

TASKS:

______________ 1. Melton is a Home Economics teacher. You are enrolled in his class. Which of the skills do you want him to possess?

______________ 2. Tom listens to customer complaints all day at work, but he still has a positive view of himself. Which skills does he possess? Why?

______________ 3. Sheba manages the stock room for a supermarket. She places orders as needed, stores the products as they arrive, keeps up with sales by checking computerized data, and supervises the shelving of items on the floor. Which work skills does she possess?

______________ 4. Jorge does volunteer work for a local charity. He is responsible for planing the annual Walk-A-Thon. His budget is $100. Participants will be encouraged to buy and wear a T-shirt which costs $4.00. Water must be provided and snacks will be furnished at the finish line. This is the second year he has assumed responsibility for this event. He has many new ideas to implement. Which of the work skills does he obviously possess?

______________ 5. Nell is a hospital administrator. The board of Trustees has directed her to cut operating expenses by 10% next year. Which work skills must she demonstrate?

_______________ 6. Angela is one of five auto mechanics in an inner city service department. She is the only female mechanic. Many of her clients are immigrants from other countries. Name three important work skills for Angela. Why?

_______________ 7. Marguerite is known to speak first and think later. She frequently hurts the feelings of co-workers. She is regarded by others as rude and slow to adapt to change. She is well-educated and highly competent in computer technology. She has applied for a job with a public relations firm. Do you think she will get the job? Which skills will she need to develop?

_______________ 8. Helga is a cashier in a local shopping mall. The clients are from all backgrounds--young, old, rich, and poor. Many languages are spoken, yet Helga speaks only German. She is well-liked by everyone. Which work skills do you think are her strong assets?

_______________ 9. Roberto maintains the heat and air conditioning in his building. Everyone thinks he does a great job because seldom are there breakdowns. What work skills do you think he possesses? Why?

_______________ 10. Ava Stalin is a popular speaker at youth conventions. She travels all over the country making presentations. What work skills does she obviously demonstrate?

_______________ 11. Boris has been elected to serve in the U. S. Senate. Which of the work skills will be needed to serve his constituency?

_______________ 12. Julio cooks hamburgers at a local fast food restaurant. Which of the work skills does he need?

---

13. Now that you have learned to recognize important work skills, it is your turn to write. List five jobs that you think you might enjoy. Describe the **necessary skills for each.**

14. In what **high school courses** can you learn about the world of work?

15. List **extracurricular activities**, both in and out of school, that you think will help you acquire necessary work skills.

16. What **home and family responsibilities** will help prepare you for a future career?

17. Suggest **other ways** you can learn more about preparation for the workplace.

18. Debate: It is (easier/not easier) to learn necessary work skills, if you have a part-time job during high school.

Personal assessment: I completed _____of the eighteen activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

What have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment! Brainstorm with your class to generate possible ideas for assignments. Some examples are:

1. Discuss the assignment with others who might be knowledgeable to seek more information or ideas.

2. Interview your parents or friends to determine which job skills are needed for their employment?

3. Research resources for more information.

4. Present this information in a creative way.

I **also did** the following that are related to this topic of study:

In the future, I hope to--

2. FAMILY SKILLS UNIT OF INSTRUCTION

OBJECTIVE: Examine skills needed to function effectively in contemporary family settings.

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________

SKILLS NEEDED TO FUNCTION EFFECTIVELY IN CONTEMPORARY FAMILY SETTINGS

The following skills are thought to be needed to function effectively in **contemporary family settings**. Examples of each skill have been given. Will you please place a/an:

C beside the ones you **currently** do
N beside the ones you **need** to work on
E beside the ones you need someone to **explain** to you
NA beside the ones you consider not applicable to you

A. TAKE CARE OF YOURSELF

______Love yourself and others
______Have fun
______Exercise
______Eat well
______Get plenty of rest
______Seek guidance through your religious beliefs
______Spend time alone
______Participate in self-improvement activities
______Set goals
______Recognize your strengths and weaknesses
______Take a trip
______Learn to say no
______Be assertive
______Respect others
______Participate in support groups
______Foster close friendships
______Accept imperfection
______Admit your mistakes
______Admit problems
______Forgive yourself
______Seek assistance
______Avoid potential abuse

B. EXPRESS LOVE

_______Sincerely say "I love you"
_______Give hugs
_______Give kisses
_______Be there for each other
_______Give time to each other
_______Talk to each other
_______Listen to each other
_______Express feelings
_______Accept each other
_______Set limits
_______Provide assistance to family members
_______Compromise
_______Do fun things together
_______Stay in touch with each other
_______Send cards or notes
_______Plan special days
_______Plan surprises for family members

C. COMMUNICATE

_______Talk about problems
_______Listen to each other
_______Respect others
_______Maintain eye-to-eye contact
_______Read and respond to non-verbal communication
_______Communicate honestly
_______Communicate truth
_______Maintain self-control
_______Use normal tone of voice
_______Communicate without manipulation
_______Express oneself in a non-violent manner
_______Conduct family meetings
_______Encourage others to talk
_______Allow free expression of feelings
_______Attempt to understand each other
_______Recognize and admit strengths and weaknesses
_______Recognize potential problems
_______Empathize
_______Negotiate
_______Laugh and cry together

D. MANAGE A HOME

_______Make house/rent payments
_______Set realistic expectations
_______Set goals
_______Set priorities
_______Manage time
_______Prepare budget
_______Prepare for emergencies
_______Live within budget
_______Plan for future financial security for family members
_______Organize
_______Prepare schedules
_______Assign responsibilities
_______Make decisions
_______Plan meals
_______Maintain clean home
_______Make (basic) home repairs
_______Maintain home and yard
_______Respect privacy and space
_______Respect other's property

E. TEACH

_______Serve as a positive role model
_______Teach moral values
_______Practice and teach honesty
_______Teach respect (parents, teachers, peers, adults)
_______Teach compassion
_______Practice and teach forgiveness
_______Teach basic skills (reading, writing, computation, speaking, listening)
_______Provide religious training
_______Teach acceptable social skills
_______Teach acceptance of others (differences)
_______Discuss sexuality openly (consequences, safe sex, birth control, morals, abstinence)
_______Teach about cultural differences
_______Teach sharing
_______Learn from mistakes
_______Teach good study habits
_______Acknowledge influence of peer pressure
_______Teach grooming
_______Teach good health habits
_______Teach critical thinking
_______Teach good decision-making skills
_______Discuss death and dying issues
_______Teach importance of accepting responsibility
_______Encourage creative activity
_______Teach wise use of leisure time
_______Teach non-violence

F. PROVIDE

_______Meet basic needs
_______Plan for the future financial security of family members
_______Establish financial security
_______Provide a will
_______Provide a loving atmosphere
_______Provide a safe environment
_______Provide the opportunity for an education
_______Create a spiritual environment
_______Provide religious teachings
_______Seek health care
_______Provide special needs of family members
_______Provide opportunities for enhanced psychological well-being

_______Provide opportunities for increasing self-esteem
_______Create an environment where friends are welcome
_______Provide a safe neighborhood
_______Encourage success

G. ACCEPT RESPONSIBILITY

_______Know what your responsibilities are
_______Assign chores according to each person's capabilities
_______Accept responsibility for own behavior
_______Let children be children
_______Make sacrifices
_______Meet basic needs of dependent family members
_______Execute long-term responsibility without having to be reminded
_______Maintain life-long commitments

H. DISCIPLINE

_______Set rules
_______Communicate rules, expectation, and consequences
_______Follow rules
_______Separate person from the act
_______Listen actively before acting
_______Reach agreement on appropriate discipline
_______Explain reason for punishment
_______Administer rational discipline and reaffirm love
_______Maintain self-control
_______Anticipate your response
_______Know when to withdraw from a situation
_______Provide spiritual guidance
_______Be firm
_______Show compassion
_______Be consistent
_______Follow through
_______Be flexible
_______Be fair
_______Encourage positive self-esteem
_______Provide incentives
_______Set high standards
_______Serve as a good role model
_______Practice non-violence
_______Forgive and forget

I. MAKE DECISIONS

_______Research situation
_______Share decision-making with other family members
_______Communicate
_______Read and respond to non-verbal communication
_______Reason
_______Disagree
_______List pros and cons
_______Discuss alternatives
_______Discuss possible outcomes
_______Compromise
_______Consider long-term consequences
_______Allow for failure
_______Delay gratification
_______Reach a consensus
_______Set priorities
_______Set short-term and long-term goals
_______Reward good decision-making
_______Ask for help
_______Seek guidance through your religious beliefs
_______Follow through
_______Clearly communicate decisions

J. WEATHER THE STORM

_______Anticipate crises
_______Plan for emergencies
_______Remain focused on common goal
_______Remain devoted to the family
_______Remain committed to one another
_______Express feelings openly
_______Communicate with family members at their maturity level
_______Admit a problem exists
_______Admit failure
_______Say "I'm sorry"
_______Make restitution
_______Respect the ideas of others
_______Manage stress
_______Seek professional help
_______Provide financial support
_______Provide spiritual support
_______Seek guidance through your religious beliefs
_______Provide emotional support

_______Be a friend
_______Reaffirm love
_______Forgive and forget
_______Take care of yourself
_______Deal with problems without violence
_______Allow for cooling down time
_______Confront abuse problems
_______Report abusive behavior

K. INTERACT AS A FAMILY

_______Work toward common goal
_______Cooperate with each other
_______Agree to disagree without revenge
_______Respect each other
_______Love each other
_______Work as a team member
_______Communicate without intimidation
_______Play together
_______Adapt to change
_______Encourage each other
_______Disagree
_______Worship together
_______Laugh together
_______Learn from each other
_______Reach out to each other
_______Refrain from violent behavior
_______Refrain from abusive behavior
_______Recognize warning signs of abuse (physical or psychological)

Personal assessment: I completed _____of the 230 activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by the total number.)**

What have you learned from this activity that can help you be a more effective **family member?**

What have you learned from this activity that can be useful in the **world of work?**

I **also did** the following that are related to this topic of study:

In the future, I hope to--

3. TECH-PREP UNIT OF INSTRUCTION

COURSE: ALL HOME ECONOMICS COURSES

OBJECTIVE: Examine courses needed in high school to acquire an academic and technological foundation needed for post high school study.

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos. _____

RESOURCES: ______________________________ Page Nos. _____

MEDIA: ______________________________

TECH-PREP CURRICULUM

Larry Phillip Brown, Jr.
5467 Acadia Lane
Raleigh, North Carolina 27611

September 1, 2001

Dear Mrs. Rosenfeld,

I am writing to thank you for your help in high school. If you had not pushed me to consider your ideas on education and your pet project, the Tech Prep program, I would not have prepared myself for the world of work. You showed me how the Tech Prep program would greatly increase my chances of attending a community college or even a university. When you showed me how simple it was to join the program and take the courses necessary for making it in today's world, I really started to think about taking control of my life. If I had not had the advantage of the Tech Prep program, the success I have achieved would never have been so easily attained.

After high school, I knew I wanted to do something in a people-oriented service field. I did not think that many community colleges would offer such degrees, and I did not want to enroll in a four-year school at the time. After I checked into the program of a nearby community college, I could not believe how many associate degrees are offered in Home Economics and people-oriented subjects like Human Services and Food Service Management. They also had Early Childhood Associate, Hotel and Restaurant Management--even Culinary Technology. My wife has a degree in Interior Design, another Home Economics related associate degree program. I, on the other hand, received my four-year degree in Food Service Management by using the Tech Prep's four-plus,two-plus-two program. I attended four years of high school with the corresponding classes for the career I wanted, continued that dream by getting my associate degree from a local community college, and then graduated two years later from East Carolina University with my bachelor's in Food Service. I had the freedom not only to choose what I wanted to do in the future but also the freedom to act on these choices. My life has run rather smoothly, but it came about only because I made the correct decisions on what to do with my life at the correct time.

My nephew is now in the ninth grade. He came to me to ask what he needs to do to prepare for his future. Since the Tech Prep program was so influential in my life, I knew it would provide solid courses that would make academic progress an achievable goal for him as well. I let him know that "Ideally, high school students would start planning in the eighth grade, and register for the required courses to take from ninth grade on." Since Joey is already enrolled in his courses for the ninth grade, he was a little worried, but I reassured him that it would not be difficult to get into the required courses the next school year. You should have seen how relieved he was. Reminds me of myself at one time.

"Next," I stated, "the Tech Prep program was developed to guide students into courses that would give them a firm academic and technological foundation." I let him know that **he would need to complete the regular or pre-college communication sequence** plus the following courses during his high school years: **Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, and Principles of Technology.** I further stressed that **all courses in the Tech Prep program should be upgraded to include computer assisted learning, scientific principles and concepts, basic integration and application skills, and higher ordered thinking with decision-making and problem-solving using state-of-the-art technology.** I let him know that although the Tech Prep program focused mainly on community colleges and technical training schools, that the classes would help him immensely in a four-year university also. When I told him that at some community colleges, some of the courses he took under the Tech Prep program could be used as college credits, he was more than ready to register for the program. Finally, I hugged the little guy and reassured him that even though the job sources are diminishing, having that solid and well-rounded education would greatly increase his success in community college, vocational school, and even life. I never felt so fulfilled as I did after helping a young person make a decision that would positively affect him for the rest of his life. I finally realize why you put up with me after all of those trying years in school, and I just want to say again "Thanks."

Sincerely,

Larry Brown

Larry Philip Brown, Jr.

P. S.

I am enclosing the "Suggested Tech Prep/University Course of Study" for Human Service Careers in North Carolina. I am also enclosing a "Listing of Community Colleges offering Associate Degrees, specificaly related to Home Economics." Since you were instrumental in getting Tech Prep started back home, I thought you might enjoy seeing the approach used in North Carolina. It seems to be really "taking off" here.

HUMAN SERVICES CAREERS
Suggested Tech Prep/University Course of Study***

GRADE:

9th^	10th#	11th@	12th%
English	**English**	**English**	**English**
Algebra	**Alg.I/II/Geometry**	**Alg.I/II/Geometry**	**Alg.II/Geometry**
Economics	**Consumer Math**	**Anatomy/Physiology**	**Practical Geometry**
Government	**Biology/Chemistry**	**US History**	**Advanced Math/Calculus**
Health & PE.	**World History**	**Biology/Chemistry**	**Anatomy/Physiology**
Phys. Sciences		**Physics**	**Biology II/Adv. Biology**
			Chemistry/Physics

Electives: Symbols Represent the Corresponding Grade For Each Class*

Typewriting ^
Keyboarding ^
Teen Living ^#
Food Science #@%
Commercial Foods I @
Commercial Foods II%
Socialogy %

Home Economics Cooperative Education I @
Home Economics Cooperataive Education II%
Home Interior Services I @
Home Interior Services II %
Clothing and Textiles #@%
Parenting and Child Development #@%
Psychology %

Child Care Services I @
Child Care Services II %
Computer Applications I %
Foods and Nutrition #@%
Interior Design and Housing #@%

^=9th, #=10th, @=11th, %=12th

Career Opportunities in Community Colleges: Associate Degree Programs**

Early Childhood
Human Services Technology
Food Services Management
Culinary Technology
Hotel and Restaurant Management
Interior Design

MINIMUM ADMISSION REQUIREMENTS: GED OR HIGH SCHOOL DIPLOMA

Many Community Colleges may offer advanced placement if you have the following courses:
4-English, 3-Math, 2-Science, 3-Social Studies, 1-Health and PE., 2-electives (5-Home Economics)

Career Opportunities in Colleges and Universities (4-year programs)

Home Economics Education
Food Specialists
Clothing Specialists
Teacher of Adults of Teenagers
Home Economist in Business
Child Development
Interior Design
Dietetics
Nutritionist

Minimum Admission Requirements:

4 English emphasizing grammar, composition, and literature
3 Math including Algebra I/II, Geometry, or a higher level mathematics course for which Algebra II is a prerequisite;
3 Science including one life or biological science (ex.-biology), one physical science (ex.-physics), and one lab course;
2 Social Studies including one unit of U. S. History.
In addition, it is recommended that prospective students complete at least two course units in one foreign language, and take a foreign language course unit and one mathematics course unit in the twelfth grade.*

CHECK EACH INDIVIDUAL COLLEGE FOR THEIR SPECIFIC REQUIREMENTS

Listing of Community Colleges offering Associate Degrees, specifically related to Home Economics*

Anson Community College (89-91):	Teacher Associate
Carteret Community College (92-94):	Interior Design
Central Carolina Community College (90-92):	Early Childhood Associate
Central Piedmont College (92-94):	Early Childhood Associate
	Food Services Management
	Hotel and Restaurant Mgmt.
	Interior Design
Coastal Carolina Community College (92-93):	Pre-Elementary Education
College of the Albemarle (91-93):	Hotel and Restaurant Mgmt.
	(Dare County Branch Only)
Craven Community College (92-94):	Early Childhood Associate
Davidson County Community College (92-93):	Early Childhood Associate
Durham Technical Community College (91-93):	Early Childhood Associate
Edgecombe Community College (91-93):	Early Childhood Associate
Fayetteville Technical Community College (90-92):	Early Childhood Associate
	Food Service Management
Forsythe Technical Community College (91-93):	Early Childhood Associate
Gaston College (92-94):	Early Childhood Associate
Guilford Technical Community College (91-93):	Culinary Technology
	Early Childhood Associate
Halifax Community College (91-93):	Interior Design
Johnston Community College (92-94):	Early Childhood Associate
Lenoir Community College (92-93):	Early Childhood Associate
	Food Service Management
Mayland Community College (92-93):	Early Childhood Associate
McDowell Technical Community College (91-92):	Early Childhood Associate
Montgomery Community College (92-94):	Early Childhood Associate
Nash Community College (92-94):	Early Childhood Associate
Pitt Community College (92-93):	Early Childhood Associate
	Human Services Technology
Randolph Community College (90-92):	Interior Design
Richmond Community College (91-93):	Human Services Technology
Roanoke-Chowan Community College (92-93):	Early Childhood Associate
Robeson Community College (92-93):	Early Childhood Associate
Rowan-Cabarrus Community College (92-93):	Early Childhood Associate
Sandhills Community College (90-92):	Early Childhood Associate
	Hotel and Restaurant Mgmt.
	Human Services Technology
Southeastern Community College (92-94):	Early Childhood Associate
Southwestern Community College (92-94):	Early Childhood Associate
	Food Service Management
Stanley Community College (92-93):	Early Childhood Associate
Vance-Granville Community College (92-94):	Early Childhood Associate
Wake Technical Community College (91-94):	Culinary Technology
	Early Childhood Associate
	Food Service Management
	Hotel and Restaurant Mgmt.

Wayne Community College (91-92):	Early Childhood Associate Human Services Technology
Western Piedmont Community College (92-93):	Interior Design
Wilkes Community College (91-93):	Early Childhood Associate Food Service Management Hotel and Restaurant Mgmt.
Wilson Technical Community College (90-91):	Early Childhood Associate

*These community colleges offer other associate degree programs, such as accounting, business merchandising, etc., but we focused only on the Home Economics-related degrees.

4. TEEN LIVING UNITS OF INSTRUCTION

COURSE: TEEN LIVING:
(Work and Family Supplement)

UNIT A: WORK AND FAMILY

COMPETENCY: 1.00 Examine factors that lead to a quality life. (6)

OBJECTIVES:
1.01 Examine skills needed to function effectively in the workplace. (2)
1.02 Examine skills needed to function effectively in contemporary family settings. (2)
1.03 Analyze strategies for managing multiple roles. (2)

(FOR TEACHER USE)

TIME: ______________________Minutes/Hours

RESOURCES: ______________________Page Nos.____

RESOURCES: ______________________Page Nos.____

MEDIA: ______________________

WORK AND FAMILY: MASON STYLE

People work at paid employment **for more reasons than money.** The Masons have always budgeted so they can live on Mr. Mason's salary. Mrs. Mason decided to take a job because she realized that was one way to allow her **child to learn to play with other children**. Since their son is an only child, she recognizes the importance of the play activities offered at a nearby day care center. She wonders if they could afford the expense of a part-time job for her. It **does cost to work outside the home.**

The Masons did not want to be one of those two-earner families who runs out of money before they run out of month. **They knew the best way to ward off**

that problem would be making a family spending plan for the whole month and use it as their financial guide. They made a budget.

Mrs. Mason knew that **family experiences at home would have an influence on her job outside the home.** She also knew **her job would affect her family.** As she tried to envision herself as a working mom, she discovered that her **future time perspective** was a little cloudy. (How people envision their personal futures is known as future time perspective.) How would her husband react? How would her son react to a change in his schedule? She knew that **family disagreements could be caused by problems outside the home.** She certainly did not want her job to turn into a problem for the family.

Mrs. Mason also knew that **work outside the home would require even better communication between herself and her family.** They would have to find time to talk and listen to each other. They would have to **make sure family goals were clear to each member.** The Masons wanted each member to know what would have to be done to reach their family goals. Mrs. Mason was **willing to be accountable for the responsibility of added work** if it meant her child could have positive play experiences at a good day care center. Mr. Mason was willing to assume more of the household chores to reach this goal. **Both parents knew their own relationship was their top priority, but the well-being of their child ran a very close second.**

Why is the parent-parent relationship more important than the parent-child relationship?

Mrs. Mason's first interview was a learning experience, but she did not get the job. Did she appear too nervous? Did she lack self-confidence since she had not worked outside the home before? Perhaps the interviewer was looking for a younger or older person for the job. His body gestures seemed to indicate he was not listening as she responded to his questions. Who knows?

At the next interview, she was made an interesting offer. She would **share** a job with Mr. Jarvis and be paid $5.00 per hour. The day care she wanted for her child costs $2.00 per hour. The job requires that she buy two uniforms, which cost $15.00 each. Mrs. Mason had not thought of the cost of clothes. Mrs. Mason wonders if she can really afford to work.

How many hours must she work to pay for the uniforms and day care? (To make the computation easy, do not consider taxes and other expenses.)

"Job sharing" was a new concept to Mrs. Mason also, but she was an adventurous and flexible person and looked forward to the experience. She knew deep down that she was steeped in the traditional work ethic--**"an honest day's work for an honest day's pay"**--and that she was prepared to give. She hoped Mr. Jarvis would have a similar view. Together, she and Mr. Jarvis would provide the company an employee five days a week from 8:00 A.M. to 5:00 P.M., but the two of them would determine their work schedules. This looked like a good way to negotiate work hours around her family responsibilities, and she was eager to meet and talk with Mr. Jarvis.

As it turned out, Mr. Jarvis was an older man. He had retired from a full-time job in the company and had taken the current assignment to remain somewhat active while **he gradually wound down to full retirement.** He and Mrs. Mason made a great job sharing team because he liked to sleep late and work late. She worked the morning hours, ran her usual errands, did family chores, and was free to pick Tim up when his day care was over.

In what ways is "job sharing" like a part-time job?

How would an employer benefit from this arrangement?

What are the potential benefits to an employee?

What are some possible problems?

When Mrs. Mason and her husband sat down to talk, they first **defined their goal for her income**. Looking at the amount of money she could earn, the cost of day care and the cost of uniforms, they thought **she would have to work more than ten hours before she would break even.** Do you agree? They then looked for information on other jobs in their town. They found the Employment Security Commission their most helpful resource.

What are other possible resources for employment opportunities they might investigate?

Another problem to be solved before she could take a job was her disabled mother's daily lunches. She had traditionally gone to her mother's home every morning to prepare a hot lunch and an evening meal that could be left in the refrigerator. She remembered that one of her friends was a **Meals-on-Wheels volunteer,** and she knew that resource would be available if her work hours conflicted with lunch preparation. As it turned out, mom's meals presented no problem.

How might they have handled these meals, if Meals-on-Wheels had not been available in their town?

She then remembered the awful bout with pneumonia last winter when she and her son Tim stayed in for two weeks. What could I do if something like that happened again she wondered. Mr. Mason said, "Don't let that stop you. I have a few vacation days I can use. I could stay home with him. As a new employee, you will not have vacation time built up for a while to cover days away from your job. Perhaps the job you find will have family leave, since mine does not," he said. "Should an extended illness occur, the two of us will find a way **to care for our child."**

What is the usual financial difference in using "vacation time" versus "family leave"?

How much vacation time can most employees count on?

How much family leave time is usually available?

Notice Mr. Mason's attitude. Traditionally men were regarded as "breadwinners" and women were the "caregivers or nurturers." It appears that he recognizes that he too is a nurturer, does it not? Today, male and female roles are changing. People no longer assign specific tasks based on gender. **People no longer play a specific part just because they are male or female.**

They both agreed that **the kind of care their child receives would always determine whether both of them would work outside the home,** but for now he needs to play with other children a few hours each week. With some big decisions behind, the Masons agreed that she would work at least 11 hours--to pay for the uniforms and child care. If all went well she would continue working. If managing both work and family became too difficult, she would have to make the necessary adjustments.

Why do you think the Masons felt strongly about Tim's need to play with other children?

Who seems to feel most strongly about this--Mrs. Mason or Mr. Mason?

Why do you think this is important to Mrs. Mason?

When Mrs. Mason started working, she quickly recognized that **the family skills she used to manage their home could also be used as people skills at work.** She wondered why she ever thought she lacked work experience. After all, she had worked at home all her life--first in her parents' home and later in the home that Mr. Mason, Tim, and she had created. She then realized that **a characteristic of a person is what they really are, not how they see themselves.** She began to recognize that her actual strengths exceeded her own self-image. By golly, she was a better employee than she ever thought she would be! She was even a good employee. She felt so pleased with herself that she was reminded what "a natural high" feels like. Why, oh why, would anyone take drugs when a natural high feels so good she wondered.

Why do you think Mrs. Mason feels so good about her work?

Mrs. Mason really enjoyed her work. She was meeting and helping many people. Her customers knew her by name, and she was careful to remember their names also. At the end of the first year she worked, she was surprised to find her name posted as "Employee of the Month." She accepted the compliment humbly, but **she liked the recognition.** She began to see herself more positively. She could indeed manage her work, her family, and find time to rest and time to play--alone and with her family. She was not feeling "stressed out" yet. This gave her more self-confidence, and she began working longer hours since Mr. Jarvis wanted to reduce his work hours.

Why is it important to remember the names of other people?

Have you ever been surprised when someone called you by name?

How did you feel?

She was later offered a supervisory job. This meant full-time work, plus several other major decisions. Since Mrs. Mason started out "job sharing," you may have guessed that she works for a **family responsive company.** As a full-time employee she must choose among several "family-friendly work schedules" that include **flextime**, the **compressed work week, work-at-home options, and voluntary reduced time (V-time)**. She will even be able to **"bank"** hours by working extra hours in advance so she can have time off later.

Discuss the **"family-friendly work schedules"** mentioned above and tell what is meant by each. If you do not know, ask some people whom you think will know or look it up in the library.

Again she and Mr. Mason talked it over. Tim could even sit at the table and sort of listen to family matters by now if he had an interesting toy in front of him. Their family had reached a **short-term goal of providing social experiences for Tim.** They agreed that all was going well with their family and their work. A **long-range goal** might be in order. "Maybe we can start a **college fund** for Tim," said she. "But are we expecting too much too soon for our child?" she asked.

Even Tim knew that he would never reach high expectations if they did not establish them. They all knew **a common pitfall in teaching responsibility occurs when adults do not expect enough from children.** Then they decided that another goal would be their own involvement in his learning. They would **monitor** his school work at home. They would also find some time for **involvement in his kindergarten program.** They decided that bringing home good reports from school would be another goal for Tim and themselves. If he could make a good start in school, he would have a good foundation for a long-term goal--education beyond high school. Later they could decide whether he should choose a technical school, their community college, or a university. They would want to **make that decision after his career goals, personal strengths, abilities, and learning aptitudes were evaluated.**

Do you think most adults expect enough from young people? Defend your response.

What "tactics" do you try to use on the adults in your life (parents, teachers, administrators, or others) to get them to "cut you some slack" that you really do not need?

The years flew by and Tim was 11 years old. Both Mr. and Mrs. Mason felt good about his ability to relate to others. They felt that his pre-school experience in an outstanding day care program had been beneficial to him. Now he wanted a dirt bike with all his heart. He had learned at home that **one can work to earn money for his financial goals.** When he saw a sign that read "Now Hiring" in a shop window near their home, he decided to apply for his first job--or maybe he was applying for a dirt bike. His parents almost felt sad when they had to say no because he was so excited about working. Tim did understand when they explained child labor laws. He could see that **it would be illegal for the manager to hire a person his age.** His parents nurtured his eagerness to assume responsibility by hiring him to be their "yard man." Since he had enjoyed the unit on plants in his science class, he really got interested in caring for the plants in their yard, plants in the window boxes, and the potted plants on the porch.

Why do you think the Masons did not buy the bike for Tim? Should parents try to buy everything their children want? Give three advantages and three disadvantages of getting everything you want?

To balance the multiple roles which result from combining work and family, it is important to **interact as a family.** Place a **check** beside those skills the Masons seem to have. Place a **second check** beside those family skills that will also be helpful in the workplace.

INTERACT AS A FAMILY

______Work toward common goal
______Cooperate with each other
______Agree to disagree without revenge
______Respect each other
______Love each other
______Work as a team member
______Communicate without intimidation
______Play together
______Adapt to change
______Encourage each other
______Disagree
______Worship together
______Laugh together
______Learn from each other
______Reach out to each other
______Refrain from violent behavior
______Refrain from abusive behavior
______Recognize warning signs of abuse (physical or psychological)

The years continued to fly. Tim still liked plants, and he also liked girls. As a matter of fact, he considered Ann his girl. That was why he got a little jealous when he noticed Ann and Jamal talking a great deal--even whispering. What does a fellow do when his best friend and his girl seem to have much to talk about he wondered. Being a Mason, he had learned to talk things over at an early age. He wondered if it works on friends as well. **He approached both Ann and Jamal and asked them what was going on.** They were both smug and said, "Nothing. Nothing's going on, Tim." He still did not have an answer, but at least he had not ignored the situation. **Ignoring things does not usually make them go away he knew.**

What do you think is going on between Ann and Jamal?

What do you think is about to happen to Tim?

Friday Night, after the game, he found out what was going on between Ann and Jamal. Ann insisted that he take her home immediately. He could not even talk her into stopping for a soda with the gang as they had always done. Home was all she wanted!

By now you have probably guessed it! All week Ann and Jamal had been planning a surprise birthday party for Tim. The whole gang was at Ann's house waiting for them to arrive.

But why had they whispered so much all week? Jamal works in a fast food restaurant. After the party invitations had been sent, his boss scheduled him to work Friday Night. Jamal did not know what to do. He talked it over with Ann to get advice. After talking (whispering really) about his possible alternatives, **they decided it would be best if he talked it over with the boss and asked if he could be rescheduled for work.** His manager was happy to help him.

With Jamal's problem solved, sailing was still not smooth. Ann was told that the FHA/HERO retreat had been rescheduled for the weekend. The group would leave for Miss Brewer's cabin after the game and return on Sunday afternoon. The student council president also announced a school cleanup for 8:00 A.M. Saturday morning. Ann knew whose house she would be cleaning on Saturday morning after celebrating Tim's birthday with confetti the night before. **Jamal advised her to talk with both advisers to let them know of her dilemma.** Luckily, both advisers understood and suggested that she report late. Ann cleaned her own house first. She helped the student council from 10:00 A.M. to 12:00 Noon. Her mom then drove her to the FHA retreat so she managed to get all the activities covered during a very busy weekend.

Tim has always known that it is important to talk things over, but it did seem different when Ann and Jamal were talking things over and excluding him. The experience taught him not to jump to conclusions--that's for sure!

Suppose Tim had become angry and "blown his stack." What are some things that might have happened?

How do you feel about the way he handled his concern?

Should he have been more assertive?

Now that Tim is 14 he can finally apply for a job. Labor laws will allow him to work 18 hours per week. He wonders if he can spare that many hours for work. Although he has many school activities, he still **tries to make the honor roll every marking period.** He is interested in computers and is enrolled in a computer applications course.

---

1. Would you rate the Masons as a typical family? Why or why not?

2. How might the story differ if Mrs. Mason had been a single mom?

3. How might the story differ if Mr. Mason had lost his job?

4. Would you rate Tim as a "typical" boy? What would you like to change about him?

5. What did you like most about Ann? What would you like to change about her?

6. How did you pronounce Jamal's name? Did you wonder if you were pronouncing it correctly? Has anyone ever mispronounced your name? How would you feel if that did happen? (He pronounces his name Ja'mal. The first a is a long a. The second is a short a.)

7. The Masons did not argue among themselves, their friends, or their co-workers. Why did their life seem to go so smoothly? Would their techniques work for other families?

8. Suppose Mrs. Mason's job had not worked out. What impact would that have made on Mrs. Mason? Mr. Mason? Tim? Their overall family life? Ann?

9. The story does not mention the dirt bike after the Masons hired Tim to be the "gardener." Write your own story telling the outcome of his desire for the bike.

Pass the stories around in class for others to read. Ask them to mark grammar, punctuation, and spelling errors for you.

10. To be able to **weather the storm** (manage a crisis) is an important family skill. Place a **check** beside each of the following skills the Masons used to manage their work and family. Place an **X** beside those skills they failed to use. Place **NA** beside those that were not applicable to the Masons. Give at least one example of each.

WEATHER THE STORM

______Anticipate crises
______Plan for emergencies
______Remain focused on common goal
______Remain devoted to the family
______Remain committed to one another
______Express feelings openly
______Communicate with family members at their maturity level
______Admit a problem exists
______Admit failure
______Say "I'm sorry"
______Make restitution
______Respect the ideas of others
______Manage stress
______Seek professional help
______Provide financial support
______Provide spiritual support
______Seek guidance through religious practices
______Provide emotional support
______Be a friend
______Reaffirm love
______Forgive and forget
______Take care of yourself
______Deal with problems without violence
______Allow for cooling down time
______Confront abuse problems
______Report abusive behavior

Personal assessment: I completed _____of the ten activities above, or _____% of the assignment. (Note: To determine percentage **divide** the number completed by ten.)

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice in this lesson.

COMPETENCIES. Effective workers can productively use:

______**Resources:** Allocating time, money, materials, space, staff;
______**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
______**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
______**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
______**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

______**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
______**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
______**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing **more than is required!**

I **also did** the following that is/are related to this topic of study:

COMPLETE IN YOUR OWN WORDS: The most interesting idea in this reading to me is--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT A: WORK AND FAMILY

COMPETENCY: 2.00 Summarize the effects of technology on work and family. (4)

OBJECTIVES: 2.01 Explain how the family and work is impacted by technology. (2)
2.02 Summarize ways technology can be used to meet individual and family needs. (2)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos. _____

RESOURCES: ______________________ Page Nos. _____

MEDIA: ______________________

THE EFFECTS OF TECHNOLOGY ON WORK AND FAMILY

Name at least five technologies that you think make an impact on work and family.

During the FHA retreat the chapter members decided to sponsor "Technology Day." They asked every teacher in school to plan a technology lesson for the day. The purpose was to give students an opportunity to see how **technology impacts on almost every part of their lives.** Some classes set up technology displays. Several businesses participated by showing how they use technology in their line of work.

The business teacher said **computer technology and word processing make office work more efficient.** Tim knew that fact from his dad's discussion when the company put a computer in his dad's office. Mr. Mason uses his computer to prepare charts and graphs and to keep his business appointments. Some people even use computers to keep their social appointments. Is it possible that traditional calendars may some day be considered obsolete?

The drafting teacher used computer-assisted drafting (CAD) to teach computer graphics. She said computer graphics offer many design options to people who are planning construction projects. She showed them how home designers use the computer to **rearrange a floor plan.**

The geography teacher said **electronic communications are making worldwide communications easy.** He then talked about the global village which has resulted due to improved communications through newspapers, telephones, satellites, FAX machines, and even television. He also reminded students that many teachers have their **test items** on a diskette which makes preparing tests very simple.

The accounting teacher demonstrated **the use of the computer in managing family finances.** Tim learned that you can even check the balance in your checking account at the bank if you have a special computer program.

The health occupations teacher said people are living longer because of advances in medical technology. **People can identify and monitor many kinds of medical conditions at home with home health tests.**

The physics teacher said **nuclear power is an alternative source of energy for the home.** For some reason, however, the students seemed more interested in discussing ways to harness the sun's energy for solar power through the use of solar panels. They know that nuclear energy is a limited source of energy, and it will not be available forever. Everyone really sat up and listened when he said **solar energy is a renewable source of energy.** It seems that young people nowadays are a little worried that some of the earth's resources will run out. They want to know more about energy sources that will always be available to them and their grandchildren.

It is important to note that Mrs. Turner is the oldest teacher in our school. Yet, she was excited because **she had recently completed a college course by watching television.** The course was made available through the use of an interactive medium known as fiber optics. Although we all thought Mrs. Turner was too old to learn, she was using technological advances to further her education. She said it is important to be a **life-long learner**. **She had even used a VCR to record the lessons so she could review them later.** We asked her if she remembered to raise her hand when she wanted to ask a question. She said, "Yes. That's the only way the instructor knows you need recognition when you are using interactive TV."

The foods and nutrition teacher smiled when she said **microwave and convection cooking revolutionized kitchens in the 1980's which now saves time and energy for working parents.** The fudge she made in the microwave surely was delicious. She made it in ten minutes. **She said every technological advance has an impact on the home and family as well as work and family.** She then mentioned the **remote controls that we use to turn the TV on and off or to change channels.** She said some people even use home automation to turn lights on and off when they are not at home. **She also mentioned sensory devices like fire and burglar alarms.**

The interior design teacher was excited about a computer-based housing concept known as the **"smart house."** This technological concept was designed in the 80's and began appearing in model homes. You can telephone your home from work and have the food left in the oven start cooking when you wish. **Central vacuum systems, computerized sewing machines, and home robots** are forms of new technologies that can be used in the home. While some home technologies are still new to us, **technological developments are simplifying** many **household tasks,** and **many new household appliances such as ranges, refrigerators, washers and dryers have built-in computers.**

One student said, "The sensory device I like most is probably the one that turns the light on beside the door when I return home after dark. Gee, I hate fumbling in the dark trying to find a key to unlock the door."

Another student said, "The sensory device that I would rather do without is the one that flushes the toilet automatically. That always startles me!"

Which part of the technology fair did you find most fascinating? Why?

Which technologies do you most enjoy using?

Which technologies do your parents use at work?

Tim then began thinking of his friends and the ways they use technologies in their homes.

. LeRoy's family uses **a telephone answering device** so they will not miss important phone calls.

. Barbara's grandmother is ill, but she still prefers to live alone. The family gave her a monitor with a button, which is called Lifeline. **Grandma pushes the button when she needs help, and someone drives across town to check on her**. She also checks in regularly with her family. If she does not call, they check on her.

. Pam's family lives in a large apartment building. They have had some criminal attempts in that building recently. **Pam's family now uses a special TV channel to observe the downstairs lobby and hall for added security when they have callers or when they are going out at night.**

. My mom often falls asleep at night with the TV on. Perhaps I will give her **a timer for her birthday** to turn the TV off automatically .

Actually my family has been into technology every since we put our family budget on a computer program. The computer program makes it easy to monitor the budget and change it as needed. **My dad's office sends copies of important documents across the country with the speed of a telephone call by using a facsimile (FAX) machine.**

I often think of Bill, my friend who is a paraplegic. Doors with **sensory devices** make it easier for him to come and go in his wheelchair. He also likes lavatories with **automated faucets**.

As for Anne and me, we have many cheap dates playing **computer games** at her house and popping corn in their microwave oven. We have also used the ten-minute fudge recipe given us at the technology fair, but that is not all! When Ann spilled cranapple juice on her floor, we both frantically started wiping it up. We knew a terrible stain would be left, but her mom had purchased a **stain-resistant carpet,** an example of today's technological advances in floor coverings.

I truly believe that technology is making both family and work life easier, which should give us more time to work on interpersonal skills so we can get to know our family and friends better. The more we know about them, their goals, their dreams, and their plans, the better prepared we will be to understand and get along with each other. What do you think?

SOME TECHNOLOGIES THAT IMPACT ON WORK AND FAMILY

DIRECTIONS: Listed below are some technologies that impact on both work and family. Work with a group of students to summarize ways each of the technologies can be used to meet needs at home and in the workplace. Place a check beside those you need to learn more about and make a point of learning about them. Spaces have been provided for you to add other technologies.

CHILD CARE

______Books on tapes
______Bottles with liners
______Disposable diapers
______Disposable wipes
______Electronic toys and games
______Monitors
______Music on tapes
______
______

CLOTHING

______Athletic shoes
______Electronic sewing
machines and sergers
______Electronic irons and presses
______Electronic washers and dryers
______Improved fibers and fabrics
______Fabric finishes
______
______

COMMUNICATIONS

______Answering machine
______Cellular phones
______Computer graphics
______Computer technology and
word processing
______Electronic mail (E-mail)
______Facsimile machines (FAX)
______Modems
______Pagers
______Satellite dishes
______

ENTERTAINMENT

______Cable TV/pay TV
______Compact-disk (CD) player
______Camcorder
______Distributed Audio/Visual
______Globalized interests
______Home video games
______Pay TV
______Sports equipment
______Stereo TV
______VCR
______
______

FAMILY PLANNING

______Amniocentesis
______Artificial insemination
______Contraception
______Genetic counseling
______In vitro fertilization
______Surrogate parenting
______Ultrasound
______
______

FOOD

______Aquaculture
______Aseptic packaging
______Biodegradable packaging
______Biogenetic engineering
______Convection cooking
______Convenience foods
______Edible packaging

______Egg substitutes
______Fat substitutes
______Food additives (color, emulsifiers, flavor, nutrients, preservatives, stabilizers, sweeteners, thickeners)
______Hydroponics
______Induction cooking
______Irradiation
______Microwave foods
______Organic foods
______Processed meat (turkey ham and sausage)
______Recyclable packaging
______Retort packaging
______Robotics
______Modification of traditional characteristics (low-cholesterol eggs, low-fat beef, high-gluten wheat, high-protein corn)
______Sugar substitutes
______Tamper-evident packaging

HEALTH CARE

______Air filters
______Arthoscopy
______Artificial organs, joints, vessels
______Chemotherapy
______Defibrillation
______Digital thermometer
______Endoscopy
______Exercise equipment
______Humidifiers
______Hydraulic lifts
______Joint replacements
______Kidney dialysis
______Life-support systems
______Magnetic resonance imaging (MRI)
______Medial alert devices
______Motorized wheel chairs
______Organ transplants
______Pacemaker
______Prosthesis
______Radiation therapy
______Ultrasound
______Vaporizers
______

HOUSING

______Air conditioning
______Automation
______Alternative energy sources (solar, wind, geothermal)
______Barrier-free environments (for the handicapped)
______Computer-aided design (CAD)
______Computer-aided manufacturing (CAM)
______Computerized appliances
______Energy efficient windows and doors
______Insulation
______Lighting devices
______Low energy light bulbs
______Long life light bulbs
______Programmed power
______Radon
______Security systems (burglar and fire)
______Sensory devices/switches
______Solar power (active and passive)
______Ventilation systems
______Zone control
______
______

LANDSCAPE

______Automated sprinkling systems
______Liners to make ponds

_____Soil coverings for erosion control
_____
_____

SHOPPING

_____Credit cards
_____Electronic cash registers
_____Electronic fund transfers
_____Electronic scanners
_____Electronic shopping
_____Enviro-friendly products and containers
_____Home delivery services
_____Home shopping (telephone, FAX)
_____Shoplifting prevention devices
_____
_____

TRANSPORTATION

_____Aerodynamics
_____Air bags
_____Unleaded fuel
_____
_____

WASTE DISPOSAL

_____Collections for recycling
_____Landfills
_____Incinerators
_____Pre-cycling
_____Recycling centers/technology
_____Trash compactors

Now that you recognize many technologies that surround you, make it a habit to learn more about them and look for others to add to the list above.

BE CREATIVE!

Ask your teacher to help you establish a challenging goal for yourself by determining which of the following activities you will complete:

1. Prepare a 15-second TV commercial which tells three ways the technology of your choice can be used to meet individual, family, and work needs.

2. Use a camcorder to record each of the TV commercials above. Play them for the class to see and celebrate your successes.

3. Write an essay about a day in your life--real or imagined--including your family and work (paid employment, school work, home and family responsibilities). See how many examples of technology you can use. Discuss this with others, if you need to do so, to get ideas for using technologies.

Example: I awoke to a talking alarm clock today. It said, "It is time to get up," but I turned over. In five minutes the clock called me again. I jumped up to the smell of coffee that operates on a timing device. Coffee is always ready when my foster parents arise. I punched the correct button and got a glass of juice from the computerized refrigerator door. I then popped my low-fat muffin into the microwave oven. (Keep going--. Make it fun and have a great day!)

4. Use catalogs, magazines, and other resources to collect and identify technologies. Mount each item neatly on the paper of your choice. Prepare a caption for each technology which includes:
The name of the technology
Function(s) of the technology
Ways the technology can be used to meet individual and family needs.
The price
Special features

5. Interview family members to determine the technologies they use in their jobs.

6. Count the number of technology applications in your home.

FHA/HERO PROJECT:

Plan to organize a technology fair. Involve other student organizations throughout the school. Each organization can contact as many sources of technology as possible. Perhaps you can have the fair in the gym or cafeteria. All students should be invited to the fair. Some exhibit ideas are:

. Rescue Squad to demonstrate emergency health care devices.
. Power and light provider.
. Law enforcement agency to demonstrate computerized fingerprinting.
. Builder/architect to show computerized designs for homes.
. Hairdresser to show computerized hair styling.
. Keep going!! You will learn a great deal.

TECHNOLOGICAL ADVANCES: Pros and Cons

Are you convinced that technological advances are making an impact on work and family? Would you rate them as positive or negative impacts? There can be a "down side" to the use of technologies. Consider the following situations:

1. **"Cocooning"** is a way of describing people who stay close to home with little interaction with their outside surroundings. Think for a moment about Sam, a draftsman, who is known as a **telecommuter**. He works at home and is in touch with his employer via **computer** and receives messages through his **electronic mail**

system. He uses **electronic shopping** to make his purchases and pays for them with **electronic fund transfers.** His purchases are then delivered to his home. He **microwaves** his meals--**convenience foods** that is--and disposes of waste products in his compost pile, **garbage disposer** and **trash compactor.** He views events around the world on **TV**, listens to his **CD player,** and tapes his favorite TV shows by using a **VCR** and watches them at his convenience. He sometimes watches his favorite movies on **pay TV**. His girlfriend works in California. She calls him on her **cellular phone** as she drives to work, and they **FAX** love letters to each other occasionally. He owns and uses **exercise equipment at home** while he wears high-tech clothing made available through the latest in **computer assisted manufacturing**. Why should he go out? Can you not see why it is now possible for Sam and others to stay home more--if not all the time?

The end result of "cocooning" can be a lifestyle called "high-tech, low touch." In light of Sam's lifestyle, what does this seem to mean? How might "cocooning" impact on Sam's overall well being?

2. **Loss of privacy** is a concern to many people. Computer technology makes it easy to store and retrieve much personal information about individuals if their social security numbers or credit card numbers are available.

3. **Environmental** problems occur when "by-products" of technology have to be discarded. **Nuclear wastes** have plagued North Carolina for several years, and citizens have not been amenable to a nuclear disposal site near their homes. How then can our society deal with nuclear wastes?

4. **Health problems** occur due to air and water pollution. Asthma, one example, is aggravated by polluted air.

5. **Radon**-- a colorless, odorless, radioactive gas--has always been with those of us who live on rocky soils. It was never considered harmful until technology produced insulation that makes buildings so tight they are easier to heat and cool. Buildings that will hold a desired temperature can also trap and hold radon. In sufficient quantities, radon can cause lung cancer for those who inhale it. Well insulated buildings may require ventilation to allow radon to escape.

6. **Landfills** overflow with "obsolete" items which have been replaced because new technologies produced a better--or less expensive product. Have you ever been told "It will be cheaper to replace this than repair it?"

As an interested citizen and consumer, how will you evaluate and regulate the impacts that technologies have on you and your family?

To **take care of yourself** is an important family skill. Place a **check** beside the following skills that can be impacted by technology. If the impact is positive, place a **P** (for pro) beside the check. If the impact is not positive, place a **C** (for con) beside the check.

TAKE CARE OF YOURSELF

______Love yourself and others
______Have fun
______Exercise
______Eat well
______Get plenty of rest
______Seek guidance through your religious beliefs
______Spend time alone____
______Participate in self-improvement activities
______Set goals
______Recognize your strengths and weaknesses
______Take a trip
______Learn to say no
______Be assertive
______Respect others
______Participate in support groups
______Foster close friendships
______Accept imperfection
______Admit your mistakes
______Admit problems
______Forgive yourself
______Seek assistance
______Avoid potentially abusive situations

Personal assessment: I completed _____of the six activities under "Be Creative!", or _____**%** of the assignment. (To determine the percentage, **divide** the number of items **completed** by the **total number** of items.)

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse

_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to technology and the family:

In reference to this lesson, I would like to learn **more** about:

Reference:

Seagraves, D., Carrick, M., Pence, D., Brixey, B., James, C., Knight, R., Gregory, L. and P. Kellner. 1992. Impact of Technology on the Family (teacher edition). Oklahoma Department of Vocational-Technical Education, Stillwater.

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT A: CAREERS IN NUTRITION AND WELLNESS

COMPETENCY: 3.00 Explore work opportunities in Home Economics. (14)

OBJECTIVE: 3.01 Identify career opportunities and job qualifications in the nutrition, fitness, and hospitality industry. (2)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________

See how many career opportunities in nutrition, fitness, and hospitality you can **write** in two minutes!

CAREER OPPORTUNITIES IN THE NUTRITION, FOOD, FITNESS, AND HOSPITALITY INDUSTRIES

There are many existing jobs and promise of more jobs in the future in **nutrition, food, fitness, and hospitality industry**. Careers in the **food service industry** will appeal to those who are willing to supply food products and food-related services to consumers. Careers in the **food processing industry** will appeal to those who are interested in growing and preparing foods to be marketed to consumers.

Entry Level Jobs--training beyond high school not required.

When a teen decides to go out and apply for that first job, chances are great that it will be an entry level job. Some examples of this type of employment in foods and nutrition are **farm hand, fast food counter server, waiter/waitress, kitchen aide, and sanitation aide.** In each of these jobs you will work under the direction of a more experienced person to relieve you of some responsibilities that you are not yet trained to handle. People who take **entry level jobs** must be willing to work for minimum wage and the experience they will receive.

Intermediate Level--some training required.

With some training, either on-the-job as an intern, an apprentice, or through classroom education, you will feel competent to accept a more challenging, intermediate level job. Some examples are **farmer, head waiter/waitress** who supervises the dining room, **cashier, restaurant host or hostess, cook, or chef.** The difference between a cook and a chef is training. A chef is a graduate of a culinary school. A cook may be trained through an apprenticeship or an internship with an experienced cook. A **caterer, butcher, quality control inspector** (checks to be sure that the food sold by a company is as good as it is supposed to be), **or weight-control program leader** are other examples of intermediate level jobs. These salaries will be guided by the amount of training required for a given job and the number of people who can perform that job. The principle of **supply and demand** applies to services as well as products, which means the greater the supply of workers the less they can demand in wages. For example, there are more experienced waiters and waitresses than chefs. A chef can reasonably expect a higher salary than a waiter or waitress.

Professional Level--college education required.

If you pursue a college education, you will qualify for what is known as professional occupations. You can major in Home Economics, for example, and **teach foods and nutrition, train food service workers, or work in an administrative position for a large food corporation.** Food corporations hire home economists to develop recipes, test food products, and market new food products. Again, the principle of supply and demand will affect the salary range as well as the experience of the individual. Some people who are trained for professional level jobs may ultimately work at entry level and intermediate level jobs, however, because they are unable to find employment in their field.

Newspapers and magazines hire **foods editors and writers** to write about food. Some food articles are written to educate people to become better consumers.

Food engineers, sometimes called biogenetic engineers, conduct research and field tests to find ways to increase food supply, create new foods, and promote food growth.

Dieticians are employed by institutions such as school cafeterias, hospitals, and nursing homes to plan menus for normal diets as well as specific populations such as diabetics, heart patients, and those with hypertension (high blood pressure). Some dieticians use the initials R.D. behind their names, which means they are **registered dieticians.** A registered dietician has met more stringent requirements than a dietician and has completed undergraduate and graduate training, completed an internship, and passed an extensive examination.

Some colleges and universities offer degree programs in **restaurant, hotel, and institutional management.**

Supermarket managers usually have college degrees in business administration, for they are responsible for managing every operation within the market.

Have you ever wondered if a college degree is worthwhile? Should you begin earning right out of high school so you can buy the car and other things you have been wanting? Or should you put those things on hold and get a college degree?

"What's Your College Degree Worth?" (Associated Press, January 28, 1993) reports that a degree may be worth an additional $1,039 a month. "On average, people with Bachelor's degrees earn $2,116 a month...High school graduates earn $1,077 a month." You know, of course, that everyone isn't average. What is low? What is high? Liberal arts and humanities degrees are on the low end of the pay scale and are reported to be worth $1,592 a month. Degrees in law or medicine are on the high end of the pay scale and average $4,961 a month, reports Associated Press. "People with degrees in engineering, computer science and other technical fields can get better paying jobs when they complete college. Other people with degrees are out there in the job market competing with the high-school grads," the article states. When a high school grad competes with a person holding a college diploma, who do you think will get the job? How will you best prepare for your future in the workplace?

THINK SUCCESS!

Those with ability can succeed. Those who are motivated can succeed also. Whether you opt for an entry, intermediate, or professional level job, the way you go about it will make a great deal of difference in the level of success you find. There are many success stories of those who begin at the bottom. Dave Thomas, founder of Wendy's restaurants, is but one example. Sadly, there are also stories of failures among those who are highly educated. An appropriate goal is to always do your best and do more than is expected. Make yourself **shine** at whatever level of work you perform.

ACTIVITY 1: Food service jobs and food processing jobs involve the use of many important work skills. Choose one of the jobs that has been mentioned above and give examples of the ways the following SCANS Work Skills can be used to promote success for an employee who chose that job:

Interpersonal: Works with Others.

1. Participates as member of a team - contributes to group effort.
2. Teaches others new skills
3. Serves clients/customers - works to satisfy customers' expectations.
4. Exercises leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates - works toward agreements involving exchange of resources, resolves divergent interests.
6. Works with diversity - works well with men and women from different backgrounds.

Thinking Skills: Thinks Creatively, Makes Decisions, Solves Problems, Visualizes, Knows How to Learn, and Reasons.

1. Creative Thinking - Generates new ideas.
2. Decision-Making - Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.
3. Problem Solving - Recognizes problems, devises and implements plan of action.
4. Knowing How to Learn - Uses efficient learning techniques to acquire and apply new knowledge and skills.

ACTIVITY 2: Brief job descriptions have been listed below. Fill in the blank to the left with the job title. Fill in the blank to the right with the level of experience needed for the job. Refer to CREATIVE LIVING, pp.482-487,671, or TEEN GUIDE, 483-487, 496-503, for more information.

EL=entry level
IL=intermediate level.
P=professional level.

One example has been given. The books named above will help you.

JOB TITLE	JOB DESCRIPTION	EXPERIENCE
Kitchen aide	Assists chef.	EL
__________	Operates cash register.	__________
__________	Plants and harvests crops, feeds cows.	__________
__________	Stocks shelves with food.	__________
__________	Runs all supermarket operations.	__________
__________	Cuts and packages meat.	__________
__________	Checks food for taste, texture, appearance.	__________
__________	Studies ways to make crops better.	__________
__________	Improves existing methods of processing.	__________
__________	Males who take restaurant orders and serves the food.	__________
__________	Females who take restaurant orders and serves the food.	__________
__________	Removes food particles and germs from dinnerware.	__________

__________ Male who supervises waiters and waitresses, takes reservations, greets customers. __________

__________ Manages the kitchen. __________

__________ Helps the public learn about foods and nutrition. __________

__________ Plans meals using information about nutrition and food preparation. __________

__________ Cuts, weighs, and packages meats. __________

__________ Trained in all areas of Home Economics. __________

__________ Supervises exercise and weight-loss programs. __________

DIRECTIONS: Food service jobs and food processing jobs involve the use of many important family skills including **accept responsibility**. Choose one of the jobs that has been mentioned above and give examples of way the following family skills can be used to promote success for an employee on the job:

ACCEPT RESPONSIBILITY

_____Know what your responsibilities are
_____Assign tasks according to each person's capabilities
_____Accept responsibility for own behavior
_____Make sacrifices
_____Execute long-term responsibility without having to be reminded
_____Maintain commitments

ACTIVITY 3: Create three want ads for employment in the foods, fitness, and hospitality industries. One ad will be for an entry level job. Another ad will be for an intermediate level job, and the third will be for a professional level job. Be sure to list the qualifications (work skills) desired for each position. You may use sample want ads from a newspaper or other publication to help you get started.

Compare the qualifications in your ads to those written by others in your class. In what ways are the qualifications you required similar to or different from those your classmates required?

Make a list of all the qualifications desired in employment want ads that you are able to find in a newspaper. Place H beside those skills you already **have** and place D beside the skills you are now **developing**. Place W beside the ones you **want** to develop.

Place a check beside each of the following **family skills** that will help you become more qualified for employment in an occupation in the foods, fitness, and hospitality industries:

_____ Love yourself and others

_____ Exercise

_____ Eat well

_____ Get plenty of rest

_____ Participate in self-improvement activities

_____ Recognize your strengths and weaknesses

_____ Be assertive

_____ Accept imperfection

_____ Admit your mistakes

_____ Forgive yourself

_____ Talk to each other

_____ Listen to each other

_____ Accept each other

_____ Plan surprises for special days

_____ Respect others

_____ Communicate without manipulation

_____ Negotiate

_____ Laugh and cry together

_____ Set goals

_____ Establish priorities

_____ Prepare for emergencies

_____ Prepare schedules

_____ Assign responsibilities

_____ Make decisions

_____ Respect property of others

Personal assessment: I completed _____of the three activities above, or _____% of the assignment.

Name three career opportunities in the nutrition, food, fitness, and hospitality industry that **would be compatible** with family life. What influenced your choices?

Suggest some careers in this field that would be **least compatible** with family life. What influenced these choices?

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

In reference to this lesson, I would like to learn **more** about:

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT A: CAREERS IN FAMILY LIVING

COMPETENCY: 3.00 Explore work opportunities in Home Economics. (14)

OBJECTIVE: 3.02 Explore career opportunities and job qualifications in family-oriented careers. (2)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________________

FAMILY-ORIENTED CAREERS

Predictions are that many careers of the future will be family-oriented careers. With more dual-career households, today's families will be buying many services traditional families provided for themselves. The need for some types of employment comes and goes. As long as there are people, the need for family-oriented careers will likely be in demand.

FACTS TO REMEMBER:

. An **entry level job** is one that requires no training beyond high school.

. An **intermediate level job** is one that requires some training beyond high school. The training may be received from a technical school or a community college.

. A **professional occupation** requires at least a four-year degree. Many such occupations require six to ten years of training.

A good way to learn more about careers and their educational requirements is to research the career files in you school library. The CAREER INFORMATION CENTER, volumes 1-13, and the ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE are both excellent resources of information. Try to find a brief job description of each of the careers listed below. Better yet--work as a **team** (teamwork is a valued work skill). Assign each student one career to research and report to the class.

Some well-known **entry level** family-oriented careers--most of which will pay minimum wage--include:

. Homemaker aides
. Recreation aide
. Home companion
. Day care aide
. Homemaker services assistant
. Institutional child care attendant
. Nutrition aide

Some **intermediate level** family-oriented careers whose salaries will be greatly influenced by supply and demand include:

. Medical assistant to doctors and nurses
. Hot-line helpers who offer emergency assistance
. Police officer
. Senior citizens' center staff persons
. Health technician
. Recreation director
. Nursery school teacher
. Nurse (LPN or RN)

Some **professional level** family-oriented careers whose salaries reflect both the number of years spent in training--such as a physician--and **supply and demand** include:

. Employment counselor
. Director of a community youth organization such as 4-H Club
. Family therapist
. Executive director for Big Brothers/Big Sisters
. Anthropologist
. Physician
. Gerontologist
. Sociologist

Do some of these jobs sound interesting to you? Let's think for a moment about qualifications.

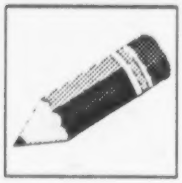
Objectively, a characteristic required of all helping careers is the ability to **listen without becoming emotionally involved**. It is good to possess empathy--the ability to understand what other persons are thinking or experiencing--but you must remain objective if you are going to help them. People in helping careers need to **stay calm** to help their clients.

People in helping careers must be willing to **wait for delayed gratification**. They seldom know--until later--whether a suggestion they make is helpful or not, and they may never know. If they expect to feel **instant gratification**, they may feel disappointed. Helping careers are for people who **love to give**--people who would "rather give than receive."

Family-oriented careers provide some special bonuses or "fringe benefits." Among them are:

. A career in child development **combines well** with being a parent.
. A career in counseling should **improve your family communication skills.**
. **Part-time jobs** are available.
. Jobs that meet **all educational levels** (entry, intermediate, professional) are available.
. People who help other people in their work have the opportunity to find ways **to help members of their own families.**

If all of this seems too much for your mind to master, there is even more hope. There is a special group of professionals--with college degree--who assist clients in forming a career plan and deciding on the right job. They are called **employment counselors.** If a family-oriented career is not right for you, there are other interesting options. An employment counselor may be able to help you find your special niche in the working world.



Family-oriented careers utilize many **family skills**. Choose one of the jobs mentioned above and give examples of ways the ability to **communicate** can be used to promote success for an employee who chose that job:

COMMUNICATE

______Talk about problems
______Listen to each other
______Respect others
______Maintain eye-to-eye contact
______Read and respond to nonverbal communication
______Communicate truth
______Maintain self-control
______Use normal tone of voice
______Communicate without manipulation
______Express oneself in a nonviolent way
______Encourage others to talk
______Allow free expression of feelings
______Attempt to understand each other
______Negotiate
______Laugh and cry together
______Recognize potential problems

Personal assessment: I completed (all/most/none) of the activities above.

Suggest three family-oriented careers that you think will be very compatible with **family life.**

Select three other careers from those named in the essay and tell why you think they will be less compatible with **family life.**

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

As I read this lesson, I became interested in--and would like to learn **more** about--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT A: CAREERS IN CHILD DEVELOPMENT

COMPETENCY: 3.00 Explore work opportunities in Home Economics.

OBJECTIVE: 3.03 Explore career opportunities and job qualification in child development.

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ____

CAREER OPPORTUNITIES IN CHILD DEVELOPMENT

Have you ever considered a career in child development or a related field? Career opportunities are plentiful at present. It is expected that the needs for child care will increase as the number of dual-career families increase. If you like children and enjoy good health--it takes a great deal of energy to work with children--this field may have just the right opportunities for you. People who wish to work with children need to possess a knowledge of expected growth at various ages, which provides a basis for child care workers to plan daily activities appropriate for the child's stage of development.

Riv Sabella plans and tests play equipment for children. He works for a large toy manufacturer but hopes to open his own toy plant in the future. He is a **toy designer.**

Sandra Burtt plans and directs the preparation and service of food to elementary school children. She is a **dietician.** She especially enjoys planning vegetable dishes that students will eat, and believe it or not, students at her school eat vegetables!

Susan Smithey, who just graduated from high school, thinks she would like to teach in grades K-4. She has decided to become a **teacher assistant** for a year. She will help the regular teacher with classroom duties and paperwork. This is an entry level job which requires no prior training. She is pleased that she is qualified to earn while she learns enough about teaching to determine whether or not she wants to pursue a college degree in early childhood education.

Jack James wants to combine his interests in working with children and working in medicine. He has chosen to become a **pediatric nurse.**

Like Jack James, Martha Seine wanted to combine her interests in working with children and working in medicine, so she became a **pediatrician**. She is now Dr. Martha Seine.

Patrice Pontio's job provides not only a salary but her room and board also. She is a **nanny** for a single man whose wife died. She loves everything about her job--especially the children--and assumes a mothering role since she is the significant female in the lives of these children.

Millie Purnell is a **clerk in a children's store**. She is pleased to have found an entry level job to help her pay college expenses since she has had no prior work experience. Not only is she receiving help with tuition payments, but she is getting valuable work experience to put on her resume when she applies for a job in business management after she earns her degree.

Millie's roommate is excited about being a **camp counselor** during the coming summer. Fortunately, she has had prior work experience for this is an intermediate level job.

Jeff Sumerall is an **assistant in a day care center**. This is an entry level job, and he works under the supervision of a certified teacher.

Jock McKoy is a **baby food specialist.** He tests baby foods for flavor, nutritive value, texture, and appeal.

Jock dates a young woman who is a **child psychologist** with both a Bachelor's degree and an advanced degree in psychology. He jokingly calls her a "kid shrink."

Jamie is in the eighth grade and is signing up for ninth grade courses. If she wants to develop skills for **babysitting**, which of the following courses should she choose:

A. Child care
B. Consumer education
C. Foods and nutrition
D. Housing.

Anna wants to become **a writer of children's books.** Why does she need to understand **the process of child growth and development**?

Creativity is considered an important trait for people who want to work with children. Why is this true?

A **health certificate** is required for a child care worker. Why do you think this is a requirement?

People who work with children **take child play very seriously**. Why is play so very important for children?

The Central Street Child Care Center is hiring people to work with children. Below is a list of applicants with something about the personality of each. Which person would probably be **best** to work with children?

A. Amy is **creative** and always has an idea for a new way to do something.
B. Lisa **treats all children exactly the same way** because they have the same basic needs.
C. Emily **gets nervous around too much activity or too much noise**.
D. Dan likes **to get involved in an activity and work several hours on it without being interrupted**.

While there is much to know about growth and development among children, there are many interesting career opportunities for those who are qualified. The job market is open to those who have entry level skills (no training), intermediate level skills (some training) and professional occupations (those with at least a four-year degree).

Keep an open eye for new career opportunities. In early 1993, futurists said that 50% of the jobs available in the year 2000 have not yet been created. The same reports state that people will **change careers** four or five times during their working life and **change jobs** twelve to fifteen times. Brainstorm with your classmates for a moment--how will this impact on careers in child development? See if you can suggest some work opportunities in child development that do not yet exist--as paid employment.

Careers in child development involve the use of many **family skills**. Choose one of the jobs mentioned above and give examples of the ways **take care of yourself** can be used to promote success for an employee in child development.

TAKE CARE OF YOURSELF

_____Love yourself and others
_____Have fun
_____Exercise
_____Eat well
_____Get plenty of rest
_____Spend time alone
_____Learn to say no
_____Accept imperfection

PROVIDE

_____Meet basic needs
_____Establish financial security
_____Provide a loving atmosphere
_____Provide a safe environment
_____Seek health care
_____Encourage success

Personal assessment: I completed (all/most/none) of the activities above, or approximately _____% of the assignment.

List three new things you learned about career opportunities and job qualifications in child development.

Suggest some careers in child development that seem to be compatible with family life. Why do you think this?

Suggest some careers in child development that would perhaps allow you **to work at home,** or arrange your own schedule?

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

I hope I can learn more about--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT A: CAREERS IN CONSUMER MANAGEMENT

COMPETENCY: 3.00 Explore work opportunities in Home Economics (14)

OBJECTIVE: 3.04 Explore career opportunities and job qualifications in the area of consumer management. (2)

(FOR TEACHER USE)

TIME: ____________________ Minutes/Hours

RESOURCES: ____________________ Page Nos.____

RESOURCES: ____________________ Page Nos.____

MEDIA: ____________________________

CAREERS IN CONSUMER MANAGEMENT

Mrs. Dorman, the housemother in a group care home, likes to hold family information sessions occasionally. The group explores important facts together--things that are helpful for people and families to know. She asked them what they would like to discuss at their next meeting. Although several topics were mentioned, they chose to talk about career planning.

Mrs. Dorman reminded them that successful careers are planned around the individual's aptitudes, abilities, and skills. For example, **a photographer and a bookkeeper do not need the same training.**

Some specific skills are needed for every career such as decision-making, communication, math, and reading while other skills are more specialized. For example, a person who prepares and studies financial facts and numbers needs expert skills in **computer technology**. The ability to work extensively with numbers is not important for personnel managers, although, like people in consumer careers, **personnel managers do need to be able to get along with people--their supervisors, their employees, and customers.**

Mike works for public utilities, and Laura works as a librarian. Do these jobs have commonalities? Yes, both of the jobs **help people in the community manage their resources.** Helping jobs are usually referred to as **service occupations.**

Bryan's brother Burch is an **administrative assistant.** Burch prepares reports, schedules meetings, and communicates with other workers, but he **will not be promoted** to department manager without further training.

Jeremy's mom was a **credit manager** for a department store the last time he heard from her. She reviewed credit applications to decide if a person or business could repay a loan before she decided whether or not they would get a loan.

Mrs. Dorman once worked as a **market survey interviewer**. She fondly recalls seeking out people to test new products and taking surveys in the shopping malls and other places to learn how people will respond to a new advertising campaign or product. She laughed as she said, "I met some 'interesting' people."

Some people prefer working for themselves. Those who own and manage their own business are called **entrepreneurs**. They have the chance to set their own goals rather than having to meet the requirements of a boss. The owner of a bookstore is one example of an entrepreneur.

Karen thinks she would like to have a management career, but she isn't sure that she has the personal characteristics needed. A red flag went up last fall when **she declined to accept the nomination for ski club president because of her shyness**. In spite of the fact that she keeps a weekly schedule so she will get her work finished on time, that she enjoys the people with whom she works part-time, and that other students seek her help often because she explains things very clearly, she still has that **shy trait** when she meets strangers.

Should Karen **discard** her career idea or **work to overcome** her shyness?

What might she do to overcome this shy trait?

The group began to realize that they were considering more career possibilities than they could explore in one session. They could readily see that **it takes more than frequent shopping** to prepare for a career in consumer management. Since management is one of the big issues in their lives, they decided to explore **careers related to management** first.

"People who choose careers related to management and managing personal resources **need to be skillful in setting and reaching long-range goals**. They also have to consider **factors that affect the family,**" Mrs. Dorman stated.

"There are three types of careers--**entry level, intermediate level and professional level,**" Mrs. Dorman explained. The group decided they would need to know about all three if they were to make long-term plans.

Mrs. Dorman started by saying, "Some careers, **library careers for example**, exist at entry levels, intermediate levels and professional levels.

"Entry level jobs require very little training. Such a job can be obtained with a high school education. Some examples of entry level jobs are **stock clerks**, fast food workers, hospital nursing aides, and child care aides. An advantage offered by entry level and even part-time jobs while you are in high school is that **they give you insight into different career opportunities.**

"Intermediate level jobs require some training. One or two years at a community college will usually prepare you for an intermediate level job. **A licensed practical nurse (LPN), a plumber, an electrician, and teacher's assistant are examples of intermediate level jobs.**

"Professional level jobs require a four-year degree and perhaps advanced study. Some examples of professional jobs are **home economists**, consumer advocates, a credit manager, a bank loan officer, a financial counselor/planner, and an **accountant**. A home economist may be hired by banks and electric and gas companies to advise families on how to use their resources. A **consumer-issues lawyer** is a professional level job that requires a four-year degree **plus advanced study in a law school**. It is safe to generalize and state that **all experts in managing money require advanced degrees."**

At this point the group realized that Mrs. Dorman was quite knowledgeable about careers. Everyone in the home was committed to receiving a high school diploma which appeared to be the basic requirement for entry level jobs. Thus, they decided to first focus on intermediate level jobs and then follow-up with those known as "professional." They thought this would meet the needs of everyone in the group. They then asked Mrs. Dorman to organize future family information sessions that would help them begin to plan for future careers. Mrs. Dorman smiled as she agreed.

Why did Mrs. Dorman smile? She was filled with joy to see young people who once could not manage their own lives now assuming roles in group management.

Mrs. Dorman invited a member of the Board of Trustees of the group care home, who is also the director of a Tech Prep program for the local school system, to have dinner with them the following week to talk about Tech Prep. Since Tech Prep is a high school program of studies that prepares students for education beyond high school, this seemed an appropriate start for career planning. They are now on the track to many future career planning sessions, and their future work is important to them. They know that the work they do will have **a great impact on their total lifestyle,** such as the amount of time they can spend with their friends and family, the kind of vehicle they drive, the kind of housing in which they live, and even the number of children they can afford.

Mrs. Dorman concluded the session by adding, "**Life-long learning**" is a must. As new resources are discovered, new careers are developed. **As their careers advance, people generally spend more time in management activities.** Whether you choose a career in management or not, you will be **managers of your own life**, and I want each of you to be prepared to manage well."

1. How would you rate Mrs. Dorman as a mother substitute?
2. How would you rate this group as a family substitute?

3. The ability to **discipline** oneself and **make decisions** are both important **family skills.** Place a check beside the following skills demonstrated by this group.

DISCIPLINE
_____Set rules
_____Follow rules
_____Show compassion
_____Be consistent
_____Follow through
_____Be firm
_____Encourage positive self-esteem
_____Provide incentives
_____Set high standards
goals
_____Serve as a good role model
_____Forgive and forget
_____Be flexible

MAKE DECISIONS
_____Research the situation
_____Share decision-making with other family members
_____List pros and cons
_____Discuss possible outcomes
_____Reach a consensus
_____Set priorities
_____Set short-term and long-term
_____Clearly communicate decisions

4. Place a **second check** beside those family skills (above) needed to be an effective employee.

5. List at least five important management skills that you learned from the group. Place a check beside those you need to develop.

6. Place a check beside the response that most clearly describes your thoughts and complete the statement:

_____I think this is a "typical" group home setting because--

_____I **do not** think this is a "typical" group home setting because--

7. Give some examples of things members of this group home could have done to spoil the camaraderie they seem to enjoy.

Personal assessment: I completed _____of the six activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

Name some technologies that could be used to meet individual, family, or work needs in this activity. Tell how the technologies could make managing multiple roles easier in the group home.

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT A: CAREERS IN CLOTHING AND FASHION

COMPETENCY: 3.00 Explore work opportunities in Home Economics. (14)

OBJECTIVE: 3.05 Explore career opportunities and job qualifications in the fashion and apparel industry. (2)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos. _____

RESOURCES: ______________________________ Page Nos. _____

MEDIA: ____

FASHION AND APPAREL CAREERS + QUALIFICATIONS NEEDED = EMPLOYMENT OPPORTUNITIES

DIRECTIONS: Study the clothing and fashion facts below. Prepare a bingo playing card by drawing lines on a sheet of paper to create 5 squares across and 5 squares down. Select 25 different words and phrases from the **bold type** to randomly fill in the 25 spaces on the bingo card. You will need playing pieces such as bingo chips, M&Ms, dried beans, or paper chips to cover answers as they are called. The game can then begin. You can determine what makes a winner--5 squares across, 5 squares down, 5 squares diagonally, four corners, or a cover-all are popular choices. Plan ahead and have small prizes for winners. "White elephants" will be acceptable. A **caller** is needed to read the questions--omitting the answers/bold type. Players are supposed to recognize the correct answer on their playing card. Some answers can be used more than one time, so listen up.

1. Planning and arranging the clothing shown throughout stores and in windows is typical work for a **display artist.**

2. A personal shopper is an example of a job in the **marketing of clothing.**

3. A person who sews custom-made coats and suits for individuals is called a **tailor.**

4. A person who creates new ideas for garments and accessories is a **designer.**

5. An example of a professional job in the clothing industry is a **textile chemist.**

6. The largest number of workers in the garment industry are **sewing machine operators.**

7. An example of an entry level job in the clothing industry is a **sewing machine operator.**

8. A career in which a person operates a large computer to cut up to 50 layers of fabric at a time is called a **cutter.**

9. An example of an intermediate level job in the clothing industry which is responsible for quality assurance is a **quality control associate.**

10. An employee who makes decisions about what the store's customers will want is a **buyer.**

11. A professional job in the clothing industry which is responsible for quality assurance is **quality control.**

12. One who helps customers find the right size, choose the correct garment, and coordinate the right accessories is a **sales clerk.**

13. One who sews garments so adjustments can be made by the designer is a **sample maker.**

14. An example of a clothing industry job that usually requires a college degree is a **fashion designer.**

15. One who advises fabric producers, clothing manufacturers, or department stores on what is in style is a **fashion expert.**

16. A **trait** that would not be helpful to someone working in the clothing industry is the **desire to skip details.**

17. Joey could use math skills in a career as a **computerized cutter.**

18. Elsie and Jack want to seek careers in fashion and apparel. They love art and poetry but are weak in math. They should investigate jobs in **the design of clothing.**

19. Because Elise likes to sew, she might consider a career as a **sample maker.**

20. A dressing strategy that probably will not help you succeed as a department store manager is wearing **heavy cologne or perfume.**

21. Jay learned that good technical skills are needed to become a **pattern maker.**

22. Among the lowest paid employees in a garment factory are the **sewing machine operators.**

23. Jobs in clothing and textiles tend to be very demanding with **high-pressure work.**

24. Textile chemists and engineers are **professional level jobs.**

25. One who gives advice to clients on colors and styles that will enhance their appearance is a **fashion consultant.**

A. Listed below are some employment opportunities that are available in the fashion and apparel industry. Identify the work level (entry, intermediate, professional) associated with the employment opportunity. For example, a quality control associate position would be considered an intermediate level employment opportunity. Refer to your textbook or other resources as needed.

EMPLOYMENT OPPORTUNITY/JOB	WORK LEVEL
a. Quality control associate	Intermediate
b. Sewing machine operator	
c. Textile chemist	
d. Tailor	
e. Cutter	
f. Designer	
g. Display artist	
h. Buyer	
i. Fashion expert	

j. Sales clerk ____________
k. Fashion consultant ____________
l. Sample maker ____________
m. Pattern maker ____________
n. Quality control ____________

B. Research the careers above. Teamwork will make this task easier and faster.

. Write T beside each of the employment opportunities that would require the employee to have **technical** skills.
. Choose two of the jobs above and specify three specific skills needed to be successful in each of those employment opportunities.

C. List some of the technologies you would use if you were a:

. Sales clerk
. Fashion consultant
. Sewing machine operator

D. If you were to become a fashion consultant, how would this affect your family life? Would it give you enough time to be with your family? Would you be on a strict 9:00-5:00 work schedule each day? Or would you be able to set your own hours? What would happen if one of your children became sick? Would you be able to take several days off from work?

E. From the list of employment opportunities in the fashion and apparel industry listed above, choose one that most closely matches your interests for a career. Picture yourself working in this job. Write a short newspaper article featuring your career. The questions raised in D (above) should give you some ideas for your article.

F. How important should the relationship between work and family be to an individual?

G. There are advantages and disadvantage in most careers. For each of the following careers mark **A** if you think the description is an **advantage**, and mark D if the description is a **disadvantage**:

_____A **self-employed seamstress** can work at home at his/her convenience.

_____A **free-lance designer**'s income is dependent upon the sale of his/her designs.

_____**Owning one's own clothing store** requires a great deal of money to get started.

_____A **personal clothing consultant** meets new people and helps them plan satisfying wardrobes.

_____**Independent fashion models** must remain alert to new job opportunities and be persistent in their job searches.

_____A **self-employed fashion coordinator** works hours convenient for a person involved in practicing for and viewing fashion shows.

_____The largest number of positions in the clothing production industry is for **sewing machine operators**. These positions require no prior training and are the lowest paid jobs.

_____Jobs in the clothing and textiles fields tend to be very demanding with high-pressure work.

_____**Textile chemists and engineers**, which are among the highest paid careers, require a four-year college degree.

H. Look in the yellow pages of the telephone directory under tailors, apparel, and clothing. List the types of employment in your community.

Personal assessment: I completed activities--A-H--above, or approximately _____% of the assignment.

To be able to **interact as a family** is an important family skill. Place a **check** beside each of the following that will be helpful to one who enters a career in clothing and fashion:

INTERACT AS A FAMILY

______Work toward common goal
______Cooperate with each other
______Agree to disagree without revenge
______Respect each other
______Love each other
______Work as a team member
______Communicate without intimidation
______Play together
______Adapt to change
______Encourage each other
______Disagree
______Worship together
______Laugh together
______Learn from each other
______Reach out to each other
______Refrain from violent behavior
______Refrain from abusive behavior

______Recognize warning signs of
abuse (physical or
psychological)

Name five clothing and fashion careers which would be **most** compatible with family life. Tell why.

Name three clothing and fashion careers which would be **least** compatible with family life. Defend your response.

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

Students who are interested in careers in clothing and fashion can begin preparation while in high school by--

Some careers using skills related to clothing and fashion that can be "a home industry" or "cottage industry" might include--

COURSE:	TEEN LIVING (Work and Family Supplement)	
UNIT A:	CAREERS IN HOUSING	
COMPETENCY:	3.00	Explore work opportunities in Home Economics. (14)
OBJECTIVE:	3.06	Explore career opportunities and job qualifications in housing. (2)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

CAREER OPPORTUNITIES IN THE HOUSING FIELD

Why is there likely to always be a demand for careers in housing?

DIRECTIONS: Study the career opportunities and job qualifications in housing below. Prepare a bingo playing card by drawing lines on a sheet of paper to create 5 squares across and 5 squares down. Select 25 different words and phrases from the **bold type** to randomly fill in the 25 spaces on the bingo card. You will need playing pieces such as bingo chips, M&Ms, dried beans, or paper chips to cover answers as they are called. The game can then begin. You can determine what makes a winner--5 squares across, 5 squares down, 5 squares diagonally, four corners, or a cover-all are popular choices. Plan ahead and have small prizes for winners. "White elephants" or stickers will be acceptable. A **caller** will be needed to read the questions--omitting the answers/bold type. Players are supposed to recognize the correct answer on their playing card. Some answers can be used more than one time, so listen up.

1. A person who constructs and repairs homes is a **carpenter.**

2. An independent business owner who sells, rents, and manages properties is called a **broker.**

3. A person who designs buildings for living, working, and playing is an **architect.**

4. A home furnishings counselor is an **interior decorator.**

5. People who make arrangements to construct housing are called **building contractors.**

6. A person who develops architectural or engineering drawings is a **draftsman.**

7. A person who gets buyers together with sellers is a **real estate salesperson,** sometimes called a realtor.

8. An example of a home service worker is an **exterminator.**

9. An example of a home repair worker might be an **appliance repair** person.

10. The training required to be an architect includes a **college degree.**

11. To be a plumber, some training is **required.**

12. The job of a resident manager of an apartment complex is an example of an **entry level job.**

13. Entry level jobs require **little or no training.**

14. Intermediate level jobs such as an interior decorator require **some training.**

15. One who analyzes needs then sells and installs burglar alarms, fire alarms, and locks are known as **home security experts.**

16. A housing career that also finds employment in the theater is a **lighting specialist.**

17. One who designs home lawns and gardens, parks, and grounds of shopping

centers, resorts, or hotels is called a **landscape architect.**

18. One who maintains home lawns and gardens, parks, and grounds of resorts or hotels may be called a **gardener.**

19. One who purchases merchandise to sell in home accessory stores is called a **buyer.**

20. Persons who have some experience or training that qualifies them to assist professionals in various fields is called a **paraprofessional.**

21. Workers in housing careers must be able to visualize how a completed project will **look.**

22. There are many opportunities in the area of housing for those who wish to be **self-employed.**

23. Housing workers need to be able to work well with **people.**

24. Many jobs in the area of housing may require special **training.**

25. Architects will need to have expert skills in **math.**

26. The ability to understand people, a sense of design, a mastery of mathematical and scientific concepts--all are important if you plan to enter a career in **housing.**

27. Which of the following jobs in housing requires a degree? 1) landscape gardener 2) sales clerk 3) real estate salesperson 4) **home economist.**

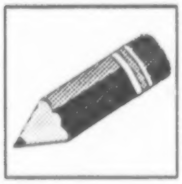
28. Bryan wants to pursue a career in the housing industry. Which of the following interests or skills is least likely to help him do so? 1) He notices the way buildings are constructed. 2) **He enjoys playing on the school soccer team.** 3) He communicates well with others. 4) He enjoys redecorating his room.

29. All of the following careers require a license except: **1) construction worker** 2) housing contractor 3) plumber 4) electrician

30. The most likely housing career for a person restricted to a wheel chair is **1) a landscape or building architect** 2) an electrician 3) a plumber 4) a termite exterminator

Personal assessment: I completed all of the activities above, or _____% of the assignment.

Cite some specific housing careers and state benefits to family life that people in those careers might enjoy. Example: A draftsman could draw his own house plan.



The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing **more than is required!**

I also did the following that are related to this topic of study:

In reference to this lesson, I would like to learn **more** about:

COURSE:	TEEN LIVING (Work and Family Supplement)
UNIT A:	CAREERS IN HOME ECONOMICS EDUCATION
COMPETENCY:	3.00 Explore work opportunities in Home Economics. (14)
OBJECTIVE:	3.07 Explore career opportunities and job qualifications in Home Economics Education. (2)

(FOR TEACHER USE)

TIME: ________________________________ Minutes/Hours

RESOURCES: ________________________________ Page Nos. _____

RESOURCES: ________________________________ Page Nos. _____

MEDIA: ____

HOME ECONOMICS EDUCATION: A CAREER IN EDUCATION WITH A FAMILY FOCUS

Ask your Home Economics teacher to tell you about a few people he/she knows who have degrees in Home Economics Education. What kind of jobs do they currently hold?

DIRECTIONS: Assign each of the following roles to twenty members of your group. Listen to each reader and note the diversity in career opportunities for those with Home Economics Education degrees.

Narrator: Individuals who choose to attend a four-year college may also choose to major in Home Economics Education. This program of studies will prepare students to become Home Economics teachers who can teach students how to manage their work and family. They will be prepared to teach all the units you will study in Teen Living this year plus much much more. Some Home Economics Education majors also specialize in one or more subject matter areas such as consumer management or housing. Many Home Economics Education majors use their diversified training for work in related areas.

Let's look in on the class of 1985 and see what these Home Economics Education majors are doing today.

Reader 1: I am a **homemaker**. I wanted to be a wife and mother--to stay at home and care for my children. I maintain memberships in professional Home Economics and Education organizations so that I can keep up with new issues and trends. I know that I want to become a teacher someday, but for now I want to enjoy and care for my family. I can become a teacher when I have met my responsibilities and experienced the joys of parenthood--even if I am middle-aged.

Reader 2: I currently **teach** an experimental course in Home Economics in an elementary school. I enjoy the enthusiasm of students at this level. They are wiggly, wild, and wonderfully eager to learn. I love to see their eyes sparkle when they learn something new. The purpose of this pilot program is to determine which of the Home Economics concepts students are ready to learn at the elementary level.

Reader 3: I **teach** Exploring Life Skills, a Home Economics course for grades 7 and 8. Students in this program explore and apply life management skills to the essential tasks of daily living. My students practice socail and human relations as well as communication skills for use in both the home and workplace.

Reader 4: I **teach** Home Economics in a high school. My teaching assignment varies from year-to-year. This year I teach Teen Living, Interior Design and Housing, and Apparel and Interiors I.

Teen Living is a student-centered course whereby students in grades 9 and 10 examine teen roles and responsibilities associated with the work of the home and the family.

Interior Design and Housing is planned for students in grades 9-12 and focuses on the elements and principles of design to plan and decorate the interior of the home as well as selecting home furnishings and equipment.

Apparel and Interiors I, an occupational course for students in grade 11, prepares students for opportunities in the apparel business and the residential and non-residential design field in a variety of entry level jobs. Emphasis is placed on professional skill development and marketable workmanship for those who wish to join the work force immediately after high school.

I enjoy teaching a variety of subjects in Home Economics. Later I may want to become more specialized and teach Food Science, Child Care Services, or one of the other areas.

Reader 5: I **teach** Early Childhood Development in a community college. This is a two-year program which awards an associate degree upon completion. Some of my students find work in day care centers. Some become teacher assistants in elementary schools.

Reader 6: I **teach** Food Service and Hospitality Management at a university. After I completed my degree in Home Economics Education, I continued to study for a masters' degree in Dietetics. I then earned a doctorate in Foods and Nutrition and began teaching **Nutrition** and **conducting research** at the university level. I later entered the field of Food Service and Hospitality Management. Many of our graduates find employment with major hotel chains.

Reader 7: After my marriage and a necessary move for the family, I was unable to find a teaching job. I began to look elsewhere. I recognized so many career opportunities for individuals with Home Economics Education degrees I decided to become a **career counselor**. I now help other people find jobs. Please meet some of the people who have degrees in Home Economics Education whom I have helped.

Reader 8: I am a **marketing specialist** for North Carolina agricultural products. I teach people many ways to consume agricultural commodities through TV talk shows, cooking demonstrations, cooking schools, and magazine and newspaper articles.

Reader 9: I am an **editor** for a publisher of textbooks. I recruit textbook authors, work with them as they write manuscripts, and edit the manuscripts prior to publication.

Reader 10: I sell textbooks for a publisher. My background in education is an important asset to me as a **salesperson**. I know curriculum, I know good books, and I can communicate with educators.

Reader 11: I am a **journalist**. I write for a popular family magazine. My articles cover everything from conception to convalescent care for the aging. I am pleased to be of assistance to families through writing. I will never know my true impact, but I do know I reach a great many readers.

Reader 12: I am a **marketing specialist**. I currently work for the National Egg

Marketing Association. I teach consumers to buy, store, prepare, and serve eggs. I enjoy developing recipes for preparing eggs, but most of all I enjoy developing creative ways to present eggs attractively at mealtime. If foods look good, people are more likely to want to eat them. I also prepare egg dishes for **food photographers** who need specific photos.

Reader 13: I use my Home Economics Education background in my career as a **4-H leader.** I work with young people as they develop short and long-term projects for personal growth and encourage leadership development. Since many of our projects are grant funded, I write many grant proposals.

Reader 14: I am a **telemarketing representative**. I have contracts with different companies to conduct the research they need. My current project is with a company that manufactures household cleaners. My task is to determine what homemakers want in cleaners to be used on ceramic tile. I conduct interviews with homemakers to determine their likes and dislikes and report these findings via database files to the chemical engineers who in turn develop the cleaning products.

Reader 15: I am a **business etiquette consultant**. I train middle and upper level management staff for large corporations in the fine art of etiquette. I have control over my work schedule which is important to me as a father.

Reader 16: I am a **Home Economics supervisor** for a local school system. I work with all the Home Economics teachers in the system to insure quality Home Economics education for all students.

Reader 17: I am a **food service consultant**. I work with school cafeterias to insure nutritious lunches for students.

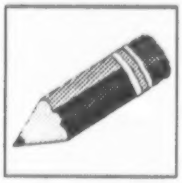
Reader 18: I majored in Home Economics Education because I thought I wanted to become a teacher. I did not enjoy teaching so I made a career change. I am now an **executive director** for the local literacy council. I coordinate the efforts of volunteers to offer tutorial programs to non-reading adults. I am still involved in educating people, but the routine of my present job is better for me.

Reader 19: This could go on forever. Many people who serve in high levels of government started their careers in Home Economics Education. It is obvious that a person with a Home Economics Education degree is prepared to be a teacher--a teacher in a formal classroom setting or any setting that uses the teaching-learning process.

Narrator: That is correct. A degree in Home Economics Education is a stepping stone to many career opportunities. Home Economics has long been recognized as a "force for families." When a trend or issue impacts upon the family, home economists will always be needed.

Reader 9: Let's talk about qualifications. I assume anyone can major in Home Economics Education.

Narrator: Certainly, anyone can major in Home Economics Education, if he or she has a good grade point average (GPA) and an acceptable score on the SAT. But there is more to any career than academics. Personal qualifications should also be considered. Some important traits needed for success follow:



1. Place a check beside each of the following **personal qualifications** you think would be helpful to one considering Home Economics Education as a career.

_____**Responsibility** - Exerts a high level of effort and perseveres toward goal attainment.
_____**Self-esteem** - Believes in own self-worth and maintains a positive view of self.
_____**Sociability** - Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
_____**Self-Management** - Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
_____**Integrity/Honesty** - Chooses ethical courses of action.

2. Check the following **family skills** which you think will be helpful to one who wishes to pursue a career in Home Economics Education.

TEACH

_____Serve as a positive role model
_____Teach honesty
_____Teach respect of others
_____Teach compassion
_____Teach forgiveness
_____Teach basic skills--reading, writing, etc
_____Teach about cultural differences
_____Teach sharing
_____Learn from mistakes
_____Teach good study habits
_____Teach good health habits
_____Teach critical thinking skills
_____Teach good decision-making skills
_____Teach importance of accepting responsibility
_____Encourage creative activity
_____Teach wise use of leisure time
_____Teach non-violence

Personal assessment: I completed _____of the two activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

Name at least 5 technologies that people in Home Economics Education might use.

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT B: NUTRITION AND WELLNESS

COMPETENCY: 4.00 Examine factors that affect wellness. (10)

OBJECTIVE: 4:01 Investigate ways nutrition affects wellness (3)

(FOR TEACHER USE)

TIME: ________________________Minutes/Hours

RESOURCES: ________________________Page Nos._____

RESOURCES: ________________________Page Nos._____

MEDIA: ____________________________________

FACTORS THAT AFFECT WELLNESS

Name some health problems that can result from poor nutrition?

When you think of the food differences among regions and cultures, you know that there are many foods from which to choose to maintain body health and vigor. This is why it is helpful to know how to group foods. You can then enjoy all foods and maintain a nutrient balance. Yes, it is important to **eat foods from each of the food groups as identified in the Food Guide Pyramid and drink 6 to 8 glasses of water a day** even when you are dieting. The best guideline to follow in order to maintain your **ideal weight** is to **exercise** and **eat reasonable portions** of a **variety** of nutritious foods. One factor which often contributes to overweight is **physical inactivity**. Some people do not get enough exercise. Exercise does shape the body, and helps with weight loss too. Calories expended in exercise are not stored as fat.

Think for a moment: Jack wants to lose 12 pounds. Which of the following practices should he follow to lose weight? Tell why.
. Reducing the amount of water he drinks.
. Eliminating breads and cereals from his diet.
. Running two miles each day.
. Increasing consumption of foods high in sugar and fat.

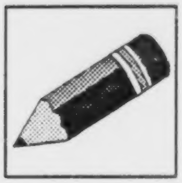
A person with good health has a higher level of **self-esteem**. Thus, nutrition and wellness are important not only to physical health, but to emotional health as well. Jack, for example, adopted and maintained (It is easy to **adopt,** but it is harder to **maintain**.) a wellness program. Now Jack can reasonably expect to have more energy to do the things he wants to do.

Zora was always low on energy. She read that too little iron in the diet could result in anemia which is characterized by a lazy, sluggish feeling. She wondered why. Mrs. Anderson, her Home Economics teacher, helped her recognize that iron helps to build red blood cells, which transport oxygen throughout the body. The combustion of that oxygen produces energy for work, play, and a natural high. There are many good reasons for eating all the nutrients required for health and wellness.

Jack's grandmother lacked calcium in her diet. Now she has osteoporosis which means her bones are losing their density--her bones are quite brittle and will break easily. She can not do anything that bounces her around like boat riding, driving on bumpy roads, or taking rides at the amusement park. Her bones might be fractured or even break from such activity. Jack is sad to see his grandmother so restricted in her activities, for she was always a good sport and willing to try anything. He remembers fondly trying to teach her to snow ski. She was s-o-o funny!. Seeing her in a wheel chair some day as a result of osteoporosis will not be funny.

What about Zora's stepfather? The doctor has told him his cholesterol level is high. Should he be concerned? Yes, for high cholesterol can lead to heart and other health problems. Zora's dad needs to reduce the cholesterol in his diet--just in case it affects his cholesterol level. He is also learning to reduce his level of stress by trying to identify family problems and seeking solutions to those problems.

Use resources to identify and list **five** things Zora's dad can do to help reduce his cholesterol level.



To **take care of yourself** is an important **family skill.** Place a **check** beside each of the following skills that will be helpful to the Padricks. Place **two checks** beside those skills the story indicates they are already practicing.

_______Love yourself and others
_______Have fun
_______Exercise
_______Eat well
_______Get plenty of rest
_______Seek guidance through your religious beliefs
_______Spend time alone
_______Participate in self-improvement activities
_______Set goals
_______Recognize your strengths and weaknesses
_______Take a trip
_______Learn to say no
_______Be assertive
_______Respect others
_______Participate in support groups
_______Foster close friendships
_______Accept imperfection
_______Admit your mistakes
_______Admit problems
_______Forgive yourself
_______Seek assistance
_______Avoid potentially abusive situations

Personal assessment: I completed all/most/none of the activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.)**

How many technologies can you list that could be used to meet individual, family or work needs in this activity? Tell how the technologies could make managing work and family easier.

In reference to this lesson, I would like to learn **more** about:

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE:		TEEN LIVING (Work and Family Supplement)
UNIT B:		NUTRITION AND WELLNESS
COMPETENCY:	4.00	Examine factors that affect wellness. (10)
OBJECTIVE:	4.02	Analyze nutritional needs throughout the life cycle. (3)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos. _____

RESOURCES: ______________________ Page Nos. _____

MEDIA: ______________________________

NUTRITIONAL NEEDS CHANGE THROUGHOUT THE LIFE CYCLE

Why do all people not need the same amount of food?

All people need the same nutrients. The amount of the nutrients does change throughout the life cycle. The amount also varies from person to person. For example, inactive adults need the same nutrients as active adults, but they need less of the nutrients. The same is true of teens. Active and inactive teens need the same nutrients, but the active ones need more. All of the Padricks are fairly active individuals now that Zora is beginning to feel more energetic. She now feels like playing tennis, and she even beat Jack recently. He took it somewhat well--considering he is beginning to see her more like his younger sis rather than someone who competes for his dad's attention.

Nutritional needs throughout the life cycle need special study. These populations include individuals before birth, during infancy, the preschool years, early school years, adolescent and teen years, adult years, and the senior years.

Currently, the **Food Guide Pyramid** suggests the following **food groups** and the stated number of **servings** daily:

Bread, cereal, rice, and pasta group: 6-11 servings.
Fruit group: 2-4 servings.
Vegetable group: 3-5 servings.
Meat, poultry, fish, dry beans, eggs, and nuts group: 2-3 servings.
Milk, yogurt, and cheese: 2-3 servings.
Fats, oils, and sweets: Use sparingly.

If that seems like a great deal of food to be eaten each day, take a close look at the **amount** of a serving. For example, one banana counts as two servings of fruit. Most people eat a whole banana at the time, which means they ingested not one, but two servings of fruit.

---

1. Using resources, locate a copy of the Food Guide Pyramid. Make it into a puzzle by using each of the various food groups as one part of the puzzle. When all parts of the puzzle are in place, a well-fed individual is represented. Begin removing food groups from the puzzle--one part at a time. Note the resulting impact on individuals when that food group is not included in their diet regularly.

2. Prepare a creative presentation--skit, poem, rap, essay, TV commercial, or others--telling why the Food Guide Pyramid provides a strong foundation for health.

Now, let's tailor the foods in the **Food Guide Pyramid** to meet the needs of some specific populations at different stages in the life cycle.

A **pregnant teenager** needs to drink 4-6 glasses of milk--as recommended by her physician--or eat milk products such as cheese or yogurt each day to provide the calcium and phosphorus that is needed by both her body and that of her developing child. Since Zora had firmly made up her mind to practice sexual abstinence, she figured this information was not too important for her, but she remembered one of her friends who is pregnant. She decided to mention this to her friend who is so upset by the pregnancy that she might not remember to take care of the two bodies for which she is now responsible. (Zora feels sorry for her friend who has traded off many personal opportunities--like teen parties and probably enrolling in a technical school or college--to assume the duties of motherhood.)

A nine-to-twelve-year-old child needs 3 servings from the milk and dairy group each day. Zora suddenly thought of her cousin who is 11 years old and wondered if she regularly consumes the needed servings of milk and dairy foods.

How have your food habits changed? Why?

What other food habits do you need to change?

What are the major advantages of a healthy diet?

Teenagers need three servings of dairy products, and she knew that should be a dietary goal for both Jack and herself. Neither of them really liked to drink milk. Her mom began to mention other ways to include dairy products in their diet, and she had some neat ideas. They all like yogurt, but one of Mom's good ideas is to put a cup of milk in the blender plus a serving of fresh, canned, or frozen fruit and two or three ice cubes to make a milkshake. Blend until the fruit has reached a liquid consistency and the ice is "slushy." If you want the drink to taste sweeter, you can add a package of artificial sweetener. This makes a delicious drink. Some of our favorite fruits for this recipe include bananas (a great way to use overripe ones), strawberries, apples, peaches, and pineapple.

A six-month-old child needs cereals and fruits to supplement the nutrients found in milk. Zora wondered how a young child might respond to the milkshake idea.

Teenage athletes need the same nutrients as other teens-- contrary to those who encourage food supplements. Because they use more energy, they need more fuel for their work. That fuel can best be provided by eating more foods from the bread-cereal group.

Female athletes tend to develop iron shortages. This deficiency can be met with a higher intake of iron-rich foods such as dark green vegetables, dried fruits, enriched and whole grain breads and cereals, dried beans and peas, liver, lean meats, and egg yolk.

Teens who wish to lose weight can best do so by choosing low calorie foods in all the food groups rather than eliminating a food group. For example, eat a low-cal vegetable salad rather than an avocado salad which is high in fat. Eat a sliced turkey sandwich rather than a high calorie slice of pizza. Drink skim milk or 2% milk rather than consume the extra fat in whole milk that has at least 3.25% fat.

Soon Jack will be an adult. If he continues to eat the same amount of food as an adult that he is eating as a teenager, he will likely gain weight. Adult bodies simply do not require as much food as that of a teenager.

As **adults**, women will need to insure an adequate supply of iron and calcium. Mrs. Padrick, Zora's mom, is very mindful of that. Women who receive an inadequate supply of iron may suffer from low hemoglobin. Those who lack enough calcium can develop osteoporosis. As osteoporosis would likely end her career as a flight attendant, she simply cannot risk the results of a low intake of foods containing calcium.

Vitamin pills are not needed by any of the specific populations who eat the right kinds and amount of food each day. Vitamins are best used as supplements when your physician recommends them. For example, obstetricians may recommend a vitamin supplement for pregnant women to insure an adequate vitamin supply for both the woman and the unborn child.

Why will it be important to you to foster good eating habits throughout life?

Personal assessment: I completed (all/most/none) of the activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.)**

In reference to this lesson, I would like to learn **more** about:

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT B: NUTRITION AND WELLNESS

COMPETENCY: 4.00 Examine factors that affect wellness. (10)

OBJECTIVE: 4.03 Plan nutritious meals and snacks adaptable for a variety of eating schedules. (4)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

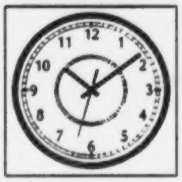
RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________________

MEALS THAT ADAPT FOR A VARIETY OF EATING SCHEDULES

Ideally, families would sit down together to eat meals. As a matter of fact, a study was conducted involving National Merit Scholars to determine why these young people were successful. As their characteristics were studied, it was determined that the one thing that all National Merit Scholars had in common was that they ate at least one meal a day with their families. Families should make every effort to spend quality time together and mealtime is a natural time to be together since everyone has to eat. Busy lifestyles make it difficult--and sometimes impossible--for all family members to eat together. Thus, it is important to be able to plan meals that are adaptable for those occasions.

Nutritious meals for families that are quick and adaptable for a variety of eating schedules require thoughtful planning. Consider the following situation:



When Mrs. Padrick is out-of-town, Grandmother Gonzales usually comes to stay with the family. She is mortified by the eating schedules in her daughter's household. Mr. Padrick goes to work at 7:00 A.M. and returns at 4:00 P.M. He leaves again for an evening class at the nearby community college at 5:30. Zora gets home shortly after 5:30 each day. (She has after-school activities.) Jack is taking an advanced placement course at the community college. He gets home shortly after 7:00 P.M. Grandmother Gonzalez regrets very much that the family cannot always eat together so she rotates her own meal schedule. She eats with her son-in-law one evening, with Zora the next, and with Jack the next. She always has dinner ready at 5:00 for Mr. Padrick.

Consider how Grandmother Gonzalez might adapt the following menu to make it easy to serve a hot meal to each family member:

Meatloaf
French Fries
Green Beans
Fruit Salad
Hot Rolls
Hot Chocolate

. The meatloaf and the green beans will be easy to heat in the microwave oven for each person.

. She can serve mashed potatoes instead of french fries so they will be easy to reheat.

. She can serve the fruit salad cold and leave it in the refrigerator until each person is ready to eat.

. She can choose rolls that will be good when eaten hot or cold.

. She can choose chocolate milk which can be served hot or cold. Those who prefer it hot can heat it in the microwave.

Adapt the following menu to a similar eating schedule:

Baked Ham
Baked Sweet Potatoes
Turnip Greens
Apple and Raisin Salad
Cornmeal Muffin
Iced Tea
Chocolate Chip Cookies

When Grandmother Gonzalez goes out with her gentleman friend she cannot come over. They miss her good meal and the visit, but each person prepares his or her own meal. Suggest some foods that might be kept in the refrigerator so each person can prepare a quick, easy, and **balanced** meal (include foods from at least four of the groups named in the Food Guide Pyramid).

Even though meals have been carefully planned, family members may not eat them with gusto. When you are in charge, try to prepare foods your family will like. Even the best foods which are not eaten provide no nourishment.

Make foods tempting in **appearance**. Include foods with variety in **color** and **texture**. Use attractive color combinations such as carrots or beets with cauliflower. Can you visualize how much more attractive this combination is versus mashed potatoes and cauliflower? Combine **flavors** that complement each other and balance the nutritive value of the meal. Mrs. Padrick is mindful of this since the plates she serves to passengers in flight are always attractive. Mr. Padrick is less mindful of color combinations, but he adds a special creative flair to the foods he prepares. Both Zora and Jack have come to realize that they are probably in for a cultural experience when Dad cooks. They have also begun to look forward to his stories he tells about the dishes he prepares. He has traveled so widely that he has had some really unique and interesting experiences.

A **balanced meal** must contain **a variety of foods.** Remember that **proteins** and **carbohydrates** are the main part of most meals. An entree such as broiled chicken (high in protein) may be accompanied by one of the bread-cereal products such as whole grain rolls, rice, or pasta (to supply carbohydrates) which is important for energy. Do not forget to eat **vegetables** and **fruits** generously. Skim milk is a nutritious, low-fat beverage.

Study the following menu for a moment:

Hamburger Steak
Oven-fried Potatoes
Tossed Salad
Beverage of Choice
Pineapple Cake

Which food is high in protein? Which foods are high in carbohydrates? Which has the highest amount of fat? Are vegetables included? Are fruits included? What beverage would you choose to balance the meal?

Teens tend to enjoy eating french fries, but they are not high in nutritive value. Most of the nutrients in a potato are just beneath the skin. It is better to eat the whole potato. When potatoes are cut into strips for french fries, most of the nutritive value is lost in the cooking process. The end product is also high in fat. Eat french fries for an occasional treat if you wish, but avoid them as a staple item in your diet because they are high in fat grams and low in nutrition. Oven-fried potatoes do not require fat. Read the directions on your next bag of frozen french fries and try cooking them in the oven.

Time is a resource that must be considered at mealtime. When food preparation time is limited, you can save time by using meal- size portions from the freezer so it is a good idea to keep a supply on hand. Leftovers are great meal-size portions. For example: At the end of a meal use the leftovers to make a TV dinner to put into the freezer. Later you will have a balanced meal for one person who must eat earlier than the normal mealtime. (Mom usually eats these meals at our house. Her flight times are somewhat erratic, and these homemade TV dinners are just right for her. (This way **she even gets to sample some of the meals we eat when she is out-of-town.**)

Can you think of other ways to insure that meal-size portions will be available as needed?

How does your family use leftover foods?

Since the **purpose of food** is to supply nutrients needed to insure family wellness, the Padricks are beginning to perceive their food differently. They see the role of food as essential to their **physical health** and also recognize the role of food in their **mental abilities**. (Growth of brain cells is determined both before and after birth by the foods one eats.) Their **emotional health** is enhanced when they work together to prepare meals. In this way meal preparation is not stressful to any one person. They are especially enjoying the social impact food has had on their family, for now they see mealtime as family fun time. They eat together as much as possible--sometimes indoors--sometimes at the picnic table they recently bought for the backyard.

All family members have begun to realize they all need encouragement. They are careful to compliment the foods prepared by each other--especially those prepared by Dad since it is one of his creative outlets. Zora gets many compliments from Jack. He really thinks his new sis is trying hard to be a good family member even though she resented having him and his dad move in after the wedding. They both know they will have to keep working on "family spirit" lest that streak of jealousy slip back in. Neither of them wanted THAT! Jealousy is such a miserable feeling that hurts everyone. Their jealousy had certainly hurt both of their parents who really seemed to love each other. They both know now how fortunate they are to have adult role models who do care deeply for one another. Both Jack and Zora have learned that their behaviors and attitudes can have a large impact on the psychological environment in the Padrick household.

Research and write a paper using the three steps in writing--
Step 1: Introduction
Step 2: Supporting facts (at least three)
Step 3: Conclusion

Use **one** of the following prompts:

. Teens need to eat nutritious snacks.
. Teens need to eat nutritious meals.
. Teens need to be able to plan and adapt balanced meals for a variety of eating schedules.
. Teens need to recognize the impact food has on their physical, mental, and emotional health.

HEALTHY SNACKS

Do people you know try to eat healthy snacks or do they just eat what they like?

What snacking tips can you role model for your friends?

Snacks play an important role in the diet of most people. Jack and Zora are both prone to snack between meals. Snacking is fine as long as it is considered a part of the overall meal plan and your overall dietary goals. If you eat an apple at snack time, count it as a serving of fruit. If you want to lose weight, aim for low calorie snacks such as an **apple**. If you want to gain weight, aim for higher calorie snacks. An apple cut into wedges and **spread with peanut butter** would increase your calorie intake and aid in the weight gaining process. Let's practice!

Jack's friend Terry wants to **gain** weight. Which snack would she choose? .

. Carrot sticks
. A rice cake
. Celery sticks
. An apple stuffed with peanut butter

Since the first three snacks are low calorie snacks, the correct answer is **the last one**. The addition of peanut butter to the apple increases the calorie content, which should help put some weight on Terry's body frame.

Zora's friend Lucy wants to lose weight. Which of the following snacks should Lucy choose?

. A cup of tomato soup with crackers
. A cup of vanilla pudding
. 2 ounces granola cereal
. 20 green grapes

If you consult a calorie counter, you will find that **20 green grapes have fewer calories.**

Let's look at another snack for Lucy since variety in the diet is important. Which of the following snacks should she choose?

. Raw carrot sticks
. Pizza
. Peanuts
. Popcorn with butter

Everyone knows that fats are not for losers. Bet you chose **raw carrot sticks** at first glance and that is correct.

How can you learn to snack wisely? A reliable and easy tip is to choose snacks from the Food Guide Pyramid. A few simple facts can help you make safe choices.

. Fresh fruits and vegetables in season are low-cal winners. The sugar and fat content will be lower in these.

. Crackers with peanut butter or crackers with cheese provides both carbohydrates and protein. Both peanut butter and cheese are fairly high in fat.

. **Yogurt**--frozen or otherwise--is considered a part of the milk group. If you don't like to drink milk, a low-fat yogurt is one way to add milk to your diet.

Remember, most yogurts do have sugar added. Read nutrition labels to determine which yogurts are low-calorie.

. Pizza is high in fat also, yet it is nutritious. It contains bread, cheese, vegetables, sometimes fruits, and usually meats. Many teens like leftover pizza for breakfast. It is a power packed breakfast with most of the food groups present. A slice of pizza and a glass of juice will see you off to a good start for the day.

As you plan your snacks, be sure you include them in your daily food plan. Do not treat them as "extras" without expecting to gain weight from the added calories. Perhaps the most helpful tip to remember when planning and choosing snacks is to **choose snacks from the food groups and watch the sugar and fat content.** Try to keep the sugar and fat content low if calories are important to you.

This is a good time to prepare for FHA/HERO Competitive Events. Ask your teacher about "Nutritious Snacks for Teens."

PLANNING MEALS FOR FAMILY WELLNESS: PADRICK STYLE

What are some factors that cause people to have diverse food likes and dislikes?

Many factors must be considered when planning meals for family wellness. Among those are foods common to different cultures, wellness, stage of the life cycle, snack items, and meals that are adaptable for a variety of eating schedules. This became a real challenge for the Padrick family. Mr. Padrick lived in Kansas, a mid-western state, until he graduated from high school. He went into the U.S. Air Force and traveled all over the world. He brought one son Jack, age 17, to the marriage. Mrs. Padrick was from Maine. They met in Switzerland when she was a flight attendant on a commercial airliner. She brought Zora, age 14, to the marriage. Theirs was a **blended family**, in name, but many personal differences did not blend. They did not even like to eat the same foods, and they were not all happy to be living in North Carolina. Both Zora and Jack thought North Carolinians to be different from people they had previously known. Since Mr. Padrick became a world traveler in the Air Force, he decided to plan an imaginary trip for his new family. He wanted to show them how people in different parts of the world have different food customs. This is how it went.

Think adventure, think food, and come along on a gourmet trip around the world. The Padricks will be treated to an imaginary tasting party to show you some of the foods common to different cultures in your own country as well as other countries. One thing you may notice about cultural foods--**they are locally available.** Maple syrup is a cultural food native to New York and Maine because their maple trees produce the sap for the syrup. Seafood is available in coastal areas, thus seafood dishes appear frequently on menus in coastal regions.

What are your major local foods?

How are they usually prepared and served?

Your first stop will be Charleston, S. C. This is one of the food capitals of the South--meaning the southern part of the United States. Here you will meet Aunt Mamie who is known all over these parts for her hoppin' john. "Hoppin' john?" said Zora. "Oh, that is just a funny name for black-eye peas, rice, and beans when cooked together. It is a popular dish to serve on New Year's Day. Aunt Mamie usually adds a little meat to it also. Today's menu which is quite special, also includes spareribs of pork and a big pot of greens--collards, maybe. I see several pecan pies over there. You can count on pecans because they grow here." When Aunt Mamie was asked about other food favorites, she spoke of grits, okra, and fried chicken, with a twinkle in her eye. You can tell this dear Southern woman enjoys eating Southern foods as much as she enjoys preparing them for others.

Let's fly north now for a couple of hours. "Would you rather stop in upstate New York or Maine?" asked Mr. Padrick. Jack immediately chose New York. That seemed a little closer to New York City, and several of his classmates visited relatives there during the summer. (Zora was a little offended because he had not chosen Maine. She thought Jack knew of her endearment to her mother's home state.) "There we will see people busily tapping the sap from maple trees," said Mr. Padrick. "They use it for maple syrup. It is delicious on top of pancakes and hot cereal. You will love it for breakfast. For lunch, you may enjoy a bowl of clam chowder. In New York, chowders are usually made with a tomato base. Bostonians boast of chowders made with a milk base. In the evening, you may be treated to a clam bake. That is a one-pot meal which usually includes chicken, potatoes, onions, lobster, and clams. The chicken, potatoes, and onions are layered in the bottom of the pot to be basted with the juices of the lobsters and clams as everything steams."

Have you tasted some of these foods when traveling?

What did you like?

The next stop will be Wisconsin. "The Padrick Food Shuttle does move fast, but let's not miss the Midwest where I grew up, and the cattle industry," said Mr. Padrick. "In Wisconsin we will load up on dairy products--especially those Wisconsin cheeses that make great cheese toast. We will enjoy comparing them to the cheeses of Switzerland when we get there. When I was in Switzerland, I loved to spread the cream cheese on a hard roll for breakfast," he mused. "It was almost as good as the cheese toast my mother used to fix."

Let's stop in Kansas for dinner. "A typical meal there is steak, corn on the cob, fresh sliced tomatoes, and baking powder biscuits. Now that's a meal for a man and his family!" exclaimed Mr. Padrick. Zora had to agree, but she sort of hated for anyone to know she agreed with anything her stepfather said. She did not know why she felt that way, but she did. She wanted her mother to be happy, but she was still somewhat angry at her natural parents for getting a divorce.

On to San Antonio for a Tex-Mex Fiesta, which is a combination of typical Texas foods and special treats the Texans borrowed from their neighboring Mexican culture. The Texas treat will be barbecued beef ribs--not pork ribs in Texas. The Mexican treats will include tacos, guacamole (a dip made of avocadoes), refried beans, and a big bowl of chili. You will need plenty of iced water to drink, for these foods are usually hot with red and green chili peppers. Jack had remembered this from his stay in Brownsville, Texas, when he was younger.

A short flight west and we will stop in California. ("Now this story is getting better all the while," thought Zora. "I wouldn't mind visiting Beverly Hills for real.") Here we will visit the fruit orchards and vineyards. We will enjoy home-grown avocadoes, kiwi, papaya, grapes, and peaches. California, like the other Mexican border states, uses many foods that originated in Mexico. One is the jicama, a potato-like vegetable that tastes like nuts.

"Dad," interrupted Jack, "why in the world are you taking us to the fields where migrants work? We want to see the movie stars, man."

Dad smiled and said, "Son, you need to meet the people who handle your food as much as you need to see the stars you meet on TV. Knowing how food is processed gives people a greater appreciation for both the food and the people who process it. I want you to value all human effort, son."

Try to name all the groups of people who are responsible for processing your grape jelly from the vine to your peanut butter and jelly sandwich.

A quick flight north will land us in the Northwest. Here you will have an opportunity to "live off the land." Fish the Pacific waters for salmon and hunt the forests for wild game and you will find good eating by Northwestern standards. Their sour dough bread will be a memorable experience.

A long flight now takes us to Africa. Here you may eat zebra, crocodile (tastes like prime rib), or one of the many different antelopes. If you choose not to eat African game, perhaps you will enjoy one of their popular stews made of vegetables and lamb mixed with spices and served with rice. Jack and Zora were not immediately impressed with either offering, but this is Dad's imaginary trip so they let him have it his way.

Come along to Europe and we will stop in Germany. German favorites are sauerkraut, potato pancakes--usually called potato latkas in Jewish communities--and a wide range of sausages called wursts. Bratwurst and knockwurst are two popular wursts. There are many street vendors here selling food. You can have a filling meal without even going inside a restaurant.

"Are you suggesting a sidewalk cafe, Dad?" interrupted Jack.

"No, not even a sidewalk cafe," said Dad. "You buy your food and sit on a nearby bench or eat as you walk."

In Switzerland you will find cheeses galore. There, cheeses are popular in fondue dishes. Like Paris, sidewalk cafes are popular in some Swiss towns, but keep going to Greece where the Greeks are also very proud of their feta cheese. It is a hard cheese that is usually grated and used in Greek salads, remember? In Greece, you will love the pastries. You will recognize many of them if you shop bakeries in the U.S. One popular Greek pastry made of thin layers and topped with honey is called **Baklava**. Jack smiled because he had snacking on his mind.

Next stop is England. This tasting party would not be complete without trifle, figgy pudding, and you guessed it--Yorkshire pudding. When the waiter brings Yorkshire pudding, do not be surprised if you think he brought popovers. That is a name we commonly use in the United States for a bread like their Yorkshire pudding. Zora frowned a little. She had never heard of either.

By now they had all noticed that foods do vary among different cultures. Some reasons for these variations in food patterns include: 1) tradition--they eat what their parents and grandparents taught them to eat 2) availability of food within the locale 3) availability of food preparation equipment 4) climate for growing the food 5) religion.

What you eat says a great deal about you and your ability to adapt. What you are willing to eat--or taste--also demonstrates your willingness to accept cultural differences among people. To eat the food offered by another is one way to show you accept the person.

Zora and Jack realized that Dad had used an imaginary trip to point out the reasons for some of their family differences in food preferences. No wonder they did not all like the same foods. Their previous traditions, geographic backgrounds, and many other experiences had been different. They may not ever enjoy the same foods, but at least they know some reasons why. It is good to recognize that their differences are not personal anyway. In the future when Mr. Padrick really munches into that corn on the cob, Zora hopes she will be able to see him enjoying a childhood experience. She now realizes this is a cultural difference between her stepfather and herself. Previously, his eating corn on the cob seemed a little like "slurping," and that had offended her.

Pause for a moment and see if you can match these regions with food patterns:

Region:
_____Midwest
_____New England
_____Northwest
_____South
_____Southwest

Food:
a. chili, tacos, barbecued beef
b. corn on the cob and steak
c. lobster, clam chowder
d. okra, fried chicken
e. salmon, game meats

While you are paused, list other ways that diverse food cultures might affect family life.

FHA/HERO PROJECT

Plan an event called "Eating Around the World." Each student or group of students will choose a country. Research the foods common to a culture in that country. Prepare recipes for an international tasting party and use globes, flags and items from different countries to decorate. (You may want to do this cooperatively with one of the foreign language classes or you may have citizens in the community who will prepare international dishes and bring in for tasting.)

Place an **X** beside each of the following **family and work skills** that you will foster by developing a cultural awareness of foods. Give an example of each. (An illustration has been provided.)

__X__Learn to use available resources. Example: If you live near the coast, learn to prepare seafood.

_____Have fun.
_____Provide opportunities for increasing self-esteem.
_____Learn from each other.
_____Respect each other.
_____Adapt to change.
_____Remain focused on common goal.
_____Learn how social systems work and operate effectively with them.
_____Locate, understand, and interpret written information.

Personal assessment: I completed (all/most/none) of the activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.**)

Explain how it is possible to have cultural differences in food habits among family members.

Name at least 5 technologies that could be used to meet individual, family, or work needs in this activity. Tell how the technologies could make managing multiple roles easier.

In reference to this lesson, I would like to learn **more** about:

Stage yourself for success by doing **more than is required!**

Collect sample menus from cultural restaurants in your area. Study the offerings, the price, and the nutritional balance of the entrees. (Note: Use the yellow pages in your telephone directory and assign different restaurants to each student to avoid duplication of effort.)

Or--

Learn some foods common to international cultures by making a card game. Send one student to the library to find and copy page-size maps or outlines of the following countries and regions of the U.S. Put the names of the different foods on individual cards. Then plan a simple card game--like Old Maids--to match the food names to the country or region of their origin.

ITALY
Spumoni
Antipasto
Minestrone
Pasta
Lasagna

JAPAN
Sushi
Raw or steamed fish
Sukiyaki
Seaweed
Rice

MEXICO
Tortilla
Taco
Enchiladas
Refried beans
Guacamole

SOUTH AMERICA
Ceviche
Beef
Stews
Cassava

AFRICA
Millet meals
Yams
Black beans
Lamb

CHINA
Rice
Stir-fried vegetables
Tofu
Bean sprouts

ENGLAND
Fish and chips
Scones
Hot tea
Roast beef
Yorkshire pudding

FRANCE
Onion soup
Eclairs
Crepes
Bouillabaisse
Pastries

GERMANY
Sausages called wursts
Sauerbraten
Potato pancakes
Sauerkraut
Red cabbage

GREECE
Feta
Baklava
Lamb
Gyro
Pita bread

INDIA
Yogurt
Curry
Flatbread
Dal
Hot-spicey sauces

SOUTHERN UNITED STATES
Hoppin'john
Collards
Jambalya
Fried chicken
Pecan pie

NORTHERN U.S.	MID-WEST	SOUTHWEST
Maple syrup	Cheese	Barbecued beef
Lobster	Corn-on-the-cob	Avocado, kiwi
Clam chowder	Steak	Jicama

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT B: NUTRITION AND WELLNESS

COMPETENCY: 5.00 Use principles of meal management. (20)

OBJECTIVE: 5.01 Apply good practices when purchasing food. (3)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ____________________________________

SHOPPING FOR FOOD

To **teach** is an important family skill. Which of the following **family skills** tend to impact on food purchases? Place an **A** in front of those that seem applicable and suggest some reasons **why** they seem applicable.

TEACH

______Serve as a positive role model
______Practice and teach honesty
______Teach respect (parents, teachers, peers, adults)
______Teach compassion
______Teach basic skills (reading, writing, computation, speaking, listening)
______Provide religious training
______Teach acceptable social skills
______Teach acceptance of others (differences)
______Teach about cultural differences

_______Teach sharing
_______Learn from mistakes
_______Teach good study habits
_______Acknowledge influence of peer pressure
_______Teach good health habits
_______Teach critical thinking
_______Teach good decision-making skills
_______Teach importance of accepting responsibility
_______Encourage creative activity
_______Teach wise use of leisure time

Sue started shopping with her dad when she was young. She enjoyed being dad's helper, learned good shopping practices, and now does most of the food shopping for her family. This means she knows how to use the **family food budget.** What are some of her favorite shopping tips? Sue says she looks for **product coupons** and redeems them if she **needs to buy** the stated product. She also reads the **food store advertisements** in the newspaper and looks for good buys. She studies the **unit pricing** labels on the supermarket shelves and compares the cost per unit of different brands. She also studies product labels. She has learned that **generic brands** are usually the least expensive. One thing she **does not do** is go to the store without a shopping list. She finds this encourages unnecessary purchases.

When Sue's brother Greg shops with her, he examines everything. He knows that a package of broccoli **covered with ice** has been defrosted and refrozen. Some flavor will be lost. He is afraid that milk with **yesterday's pull date** may spoil before it is consumed. A **dented can of peaches** may also have a broken seal which precipitates spoilage. His favorite meat is fish, and he knows that **fish with bright clear eyes will be fresh**. As a dead fish ages, the eye loses its luster.

State some of your special grocery shopping tips?

Much has been said pro and con about **food additives.** Some people prefer buying "natural foods" while others prefer the addition of preservatives, vitamins, minerals, and food coloring. Additives which **improve the taste** of food such as salt and sugar are also regularly used.

Sue likes to shop at several different stores, when she has time. She usually shops at the **supermarket**, however, because it has the widest selection of goods. She likes the **farmer's market** for fresh produce. She has found interesting products in the **specialty stores** like the butcher shop, the bakery, and the House of Cheese. When she is in a big hurry, she stops at a nearby **convenience store** to get a gallon of milk--even though it costs more. She would love to join the local **food co-op** and avoid "middle-man" profits, but co-op members have to volunteer several hours of work each week. Since she does not have time for volunteer work, she will have to join the co-op later.

Some things are learned the hard way. Both Sue and Greg learned to **shop for food last when they are running a series of errands**. It only took one carton of melted ice cream running free in their grocery bag to make them remember to go home immediately after a food shopping trip. Never again will they be tempted to stop for a visit with friends after they leave the food market.

When Sue, Greg, and their mom get together they eat out occasionally for a special treat. They see restaurant meals as an adventure, so they try to choose new and different foods. They found the following entrees on the menu in the Lighthouse Restaurant: (Can you describe these foods for them?)

Example: Beef **"au jus"** - The beef will be served with its own natural juices.

Apple pie **a-la-mode**
Vegetables **au gratin**
Beef **en brochette**
Chicken **a la king**
Potatoes **julienne**

Greg and Sue know that their mom works hard to earn money. When they eat out, they try to choose mid-priced meals on the menu although they know she would not complain if they chose the most expensive. They were in a seafood restaurant recently, and the seafood dinner that appealed to Greg cost $11.95. The iced tea was extra at $.75. He knew his mom would add a standard 15% tip.

What will be the total cost of this meal for Greg?____What will be the total cost if all three family members order the seafood dinner?____

When Greg invited his date out to eat, she did not offer to pay for her meal. How do you think Greg reacted?______________

Why do you think she did not volunteer to pay?_______________

How do couples determine who pays for what when they are dating? Is the man always responsible for paying?

When Sue's employer took her out for lunch, she thought, "Wow, a free meal! I will eat up." She ordered an appetizer that cost $7.95, a house salad that was $3.50, prime rib that was $15.95, iced tea that cost $1.25, and a dessert that was $6.00. What is the total cost of her selections?____ How much will be added for the 6% tax____, a 15% tip?____ What will be the total cost of the bill for Sue?_____ She also checked her coat. How much tip will be expected by the cloak room attendant?_____ What do you think her host/employer thought?_____ What suggestions can you offer Sue that might improve her image as a luncheon guest?_____

Personal assessment: I completed (all/most/some) of the seven questions above, or _____**%** of the assignment. (To determine the percentage, **divide** the number of items **completed by** the **total number of items.**)

Name at least 5 technologies that one might encounter on a grocery shopping trip.

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

List other things you would like to know--or feel competent to do--that are related to this study.

COURSE: TEEN LIVING:
(Work and Family Supplement)

UNIT B: NUTRITION AND WELLNESS

COMPETENCY: 5.00 Use principles of meal management. (20)

OBJECTIVE: 5.02 Apply basic safety/sanitation rules when preparing, serving, and storing food. (3)

(FOR TEACHER USE)

TIME: ________________________________Minutes/Hours

RESOURCES: ________________________________Page Nos.____

RESOURCES: ________________________________Page Nos.____

MEDIA: ____

FOOD STORAGE

Sue knows the first step in storing food after returning from the grocery store is to **store frozen foods in the freezer.** Frozen foods should not be allowed to thaw, for thawing and refreezing reduces the quality of all foods. The safest way to thaw frozen meat is to plan ahead and allow several hours for it to thaw in the refrigerator. If the food thaws to room temperature, growth of bacteria will begin. For this reason it is **not considered safe to re-freeze chicken or any meat** after it has **completely** thawed.

"The way you store food has much to do with the retention of its quality," said Dad. "Proper food storage is essential to the safety and edibility of some foods. For example, **at room temperature** staph, salmonella, and other harmful bacteria **multiply quickly.** Foods that are subject to the growth of these bacteria should not be left out of the refrigerator for more than two hours."

Many people stuff chicken and turkey before roasting. This procedure adds to the flavor of the stuffing, and it is an approved practice **if the stuffing is removed after the poultry has cooked.** If you leave the stuffing inside the poultry, **bacteria will begin to grow in the warm temperature.**

Foods such as meat, poultry, eggs, and cheese must be stored in the refrigerator at temperatures below 42 degrees F. To insure this health practice, it is a good idea to **keep a thermometer** in your refrigerator. Then you will know the temperature is below **42 degrees F.**

If you wish to freeze fish, it is **best to put it in a container so it can be covered with water.** This helps preserve the flavor.

If you are wrapping foods for freezing, remove as much air from the bag as possible, which helps preserve the flavor.

Dry storage for products like cereals should be in a **cool cabinet**. Bananas are **best stored at room temperature**. The skin turns brown quickly in the refrigerator. If bananas are ripe, however, you can keep them from over-ripening by storing them in a tight container in the refrigerator, if you do not mind a dark peel. (The tight container keeps the odor from being absorbed by other foods.)

Foods such as crackers and cookies that will absorb moisture from the air should be stored in a **closed, tight container.**

Potatoes should be kept in a **cool, dark place** to prevent sprouting. Canned foods should also be kept in a **cool dark place.**

To prevent food poisoning, cooked foods should be **kept above 140 degrees F. or chilled in the refrigerator.** For this reason, two basic rules to follow when eating and cooking outdoors include:

.**Keep hot foods hot**--above room temperature!
.**Keep cold foods cold**--below room temperature!

As you can see, room temperature is not advised for any foods that tend to spoil easily.

Many harmful bacteria are destroyed by **high temperatures.** For example, poultry may have salmonella bacteria when you buy it from the market. That is why chicken and turkey is never served rare. Canned vegetables are best cooked for fifteen minutes to kill possible bacteria also.

Greg knows there is more than food storage to the safety of foods. He learned at the supermarket where he bags that animals are never allowed in the supermarket for reasons of sanitation. Now he never allows the **family animals** into the kitchen at home. He **uses a wooden cutting board** to cut up chicken and other meats, after which he cleans the cutting board with hot soapy water. He used to use acrylic and glass cutting boards, but research has recently shown that harmful bacteria does not grow on a wooden cutting board as readily as bacteria grows on glass or plastic. Greg will keep an open eye for future studies on this topic.

While we are discussing food storage and safety, there are important tips on equipment safety that our dad says you should remember:

. When using a sharp knife, keep the **sharp edge pointing away** from you. Store knives **separate** from other cooking utensils to avoid accidents.

. The proper placement of pot handles on the range is **over the center of the range.**

. Imagine the pot or casserole is very hot and full of steam, and you want to test the contents for doneness. Handle it with **dry** pot holders, and **slowly lift the cover on the side away from you** to allow steam to escape without touching your skin. Steam scalds!

PRACTICE!

1. Sue, Dad and Greg have just arrived from the supermarket with the following items in their **reusable**, cloth shopping bags. (This family is strict on environmental preservation! They reuse and recycle everything they can.) Write beside each of their purchases **the proper storage procedure.**

Frozen turkey ______________________________
Loaf bread ______________________________
Fresh strawberries ______________________________
Lettuce ______________________________
Eggs ______________________________
Yogurt ______________________________
Milk in an aseptic container ______________________________
Ham slices (from the deli) ______________________________
Canned corn ______________________________
Jelly ______________________________
Refrigerated rolls ______________________________
Onions ______________________________
Pork chops ______________________________
Saltine crackers ______________________________
Fish filets ______________________________

RULE OF THUMB! When you are uncertain of the correct procedure for storage, **store items as they were stored in the supermarket.**

2. Have you ever started to eat something and discovered it was stale? That means you probably stored it too long. Using the list of foods above **and an available reference**, tell the "storage life" of each food.

3. You and your friends are going on a picnic. It will be five hours before you eat. You have prepared fried chicken, potato salad, deviled eggs, dill pickles, pimento and cheese sandwiches, and a pound cake. Tell how you will pack these items to keep them safe and protected for the picnic hour.

Personal assessment: I completed _____of the three activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

Name some technologies that can be used to make safe food storage more efficient for individuals and families. Tell how the technologies could make managing work and family easier.

In reference to this lesson, I would like to learn **more** about:

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT B: NUTRITION AND WELLNESS

COMPETENCY: 5.00 Use principles of meal management. (20)

OBJECTIVE: 5.03 Use accurate measuring techniques. (3)

5.04 Practice basic food preparation skills. (5)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ____

MEASURING TECHNIQUES

Why is it important to measure ingredients when preparing food?

When you prepare to cook, it is important to know how to measure ingredients accurately. With some recipes, you can put in a little of this, more of that, a moderate amount of some other ingredients, and produce a creative and tasty dish. Yet, some recipes require exact measures to yield a quality product. If you lived in England, you would use recipes stated in terms of **metric** measures or the metric system. In the United states, the measuring system used in most recipes is the **customary measuring system.** Standard liquid measuring cups, dry measuring cups, and measuring spoons are essential for most home cooking. **Meats**, which are an exception, are commonly measured by **weight** in recipes designed for home cooking. Commercial kitchens, unlike home cooking, weigh most ingredients because that is more efficient for quantity cooking.

Let's look in on Hank and Hathia, the Hornack twins, who decided to surprise their parents with an anniversary cake. Hank is enrolled in a Home Economics course where he studied measuring techniques when the class baked cookies. Hathia could not get into Home Economics this year because her one elective course is Band. She is eager to learn to cook and knows Hank can help her. Hank feels proud to teach her too. Usually they are "equal," but when it comes to Home Economics and band, each twin has an edge over the other. ("With twins there is an interesting difference," says Hank. "Most of my friends have big sisters or little sisters, but not me. Hathia is an equal sis, I guess.")

Hank cleared his throat and said, "When preparing to make a cake, the first step is to **read or review the recipe.** This is to be sure you have all ingredients on hand, the correct cooking equipment, and that you understand the directions.

"This recipe uses the **standard form**--meaning that the recipe first lists each ingredient and the exact amount needed. The directions follow," said Hank. Hathia was beginning to see a relationship between reading music and reading recipes. Both have a language of their own.

This is a copy of their recipe. They read it over together.

BROWN SUGAR POUND CAKE

1 1/2 C. vegetable shortening (or butter)
1 lb. light brown sugar
1 C. white sugar
5 large eggs (or six medium eggs)
3 C. flour (all purpose)
1/2 t. baking powder (double-acting)
1/2 t. salt
1 C. milk
1 t. vanilla
1 C. chopped nuts, optional (opt.)

Thoroughly grease and flour a tube pan.
Cream shortening and sugar.
Add eggs--one at a time. Mix well after each addition.
Sift dry ingredients (flour, baking powder, and salt) together two times.
Add dry ingredients to the shortening-egg mixture alternately with milk. (This means add approximately 1/4 of the flour and mix it in. Add approximately 1/3 of the milk and mix it in. Continue until all flour and milk have been mixed into the

shortening-egg mixture making certain that you begin with flour and end with flour.)
Add vanilla. Mix.
Fold in nuts, if nuts are desired.
Pour batter into cake pan.
Start in cold oven at 350 F. and bake approximately 1 hour and twenty minutes. (Oven temperatures vary so you will need to carefully check the cake after one hour of baking. You can tell when the cake is ready to be removed from the oven because it will shrink slightly from the sides of the pan.)
When the cake is done, remove from the oven and set on cooling rack for 10 minutes.
Remove cake from pan. Cool and wrap for storage. This freezes well.
You may frost the cake, if you wish.

BUTTER FROSTING

1 lb. confectioners sugar
1 stick butter or margarine, or 1/2 C. vegetable shortening*
1/2 t. flavoring (Vanilla and almond are popular flavors for this.)
A small amount of milk--add 1 tablespoon at the time--until the consistency is easy to spread.
*Note: Butter or margarine carries a pale yellow color. If you want a white frosting, you must use a **white shortening**.

CHOCOLATE FROSTING

Follow the recipe for butter frosting above and add one cup cocoa.

The Hornacks usually eat pound cake unfrosted. They like it that way, plus the frosting has so much sugar. Since this is an anniversary cake, they want to frost and decorate it. They have some creative ideas they can use to make it pretty and special.

LABORATORY PRACTICE

1. Does this recipe use the **standard form?**_____Why is the form easy to follow?_____Hathia began assembling the ingredients for the cake while Hank assembled the equipment they would need. Hank then led Hathia through the following exercises so she would not only know **what** to do, but **why.**

2. The abbreviation **C.** (capitalized) means **cup.** Thus, 1 1/2 **C.** means__________. Look at a set of standard measuring cups. Compare the 1 C. measure to a 1/4 C., 1/3 C., and 1/2 C. measure. Of the standard measuring cups, it is the______in size.

3. The abbreviations **T.** (capitalized), or **tbsp.** mean **tablespoon.** The abbreviations **t.** (lower case), or **tsp.** mean teaspoon. Examine a set of **standard measuring spoons.** Identify the **tablespoon** measure, then identify the **teaspoon** measure. Which will hold the largest volume?________ What volumes can be measured in each of the **four** spoons in a standard set of measuring spoons?________ ________ ________ ________

How would you measure 1/8 t.?_____________a pinch?_____________
____

4. Using flour, cornmeal, or any dry ingredient, determine how many **tablespoons** are in 1 C._____, 3/4 C._____, 1/2 C._____,1/4 C._____
(You are **encouraged** to use short cuts as you recognize them.)

5. Using dry or liquid ingredients (water is great) measure to determine how many **teaspoons** are in 1 **T.** Response_____________
Note: When measuring a teaspoon of liquid, as with vanilla for the cake recipe above, use a standard measuring teaspoon, **filled to the top--so full that another drop would spill over the side.**

6. The easiest way to measure margarine or butter is to memorize that **1 stick = 1/2 cup.** If the recipe calls for 1/4 C., you can add _____stick. You may wish to test this method to determine if it is reliable.

7. To measure 1 C. solid vegetable shortening, **press the shortening firmly into a one cup dry measure.** Write in your own words how you can measure 1/2 C. vegetable shortening.__________
____

8. Some recipes call for oil rather than solid shortening. Oils and all liquids--in measures of 1/4 C. or more--are measured in a **standard liquid measure.** The calibrations (lines to indicate measures) are stamped or embossed on the side of the measure. When measuring liquids, you should place the cup on a flat surface and **check the amount by bending down to the level of the cup and looking through its side.** Fill the measure **exactly** to the "fill line" for the measure you desire.

9. When measuring brown sugar, most recipes assume you will **press the sugar firmly into the cup**--so firmly that it retains its shape, or looks like a mold when you remove the sugar from the cup. This recipe for pound cakes uses another method, however: it directs you to measure by __________. (Note: Brown sugar is usually purchased in one pound packages.)

10. This recipe simplifies the addition of eggs. It states "5 large eggs or 6 medium eggs." Suppose you only have small eggs in your refrigerator??? Most recipes assume you will use **medium** eggs. If you are preparing scrambled eggs or deviled eggs, the difference in size does not matter. When preparing a pound

cake, it **does matter.** (Too much egg will make the cake rise a little too much and run over the sides of the pan and into the oven.) One medium egg measures 1/4 C. If a recipe calls for 2 eggs and all you have are large eggs, you can beat the two large eggs together and measure _____C. beaten egg to complete the recipe. Since the pound cake recipe here states "5 large eggs or 6 medium eggs," you know that the actual quantity of egg needed is _____C. Assume you only have small eggs. Tell how you will adapt them for use in this recipe.____________________

11. If a recipe calls for "sifted flour," **sift the flour before measuring it.** After sifting, **spoon the flour lightly** into a standard measuring cup--overfilling it somewhat. Use the **straight edge** of a spatula or knife to level the contents of the cup.

12. Dry ingredients should be sifted together at least two times to be sure that all ingredients are distributed evenly throughout the mixture. How many times does this recipe direct you to sift the dry ingredients together? _______________________

13. When adding dry ingredients to a wet mixture, **add only a small amount at one time.** This recipe directs you to mix_____of the dry ingredients at the time.

14. This recipe calls for **all-purpose flour**. Many people use **self-rising flour**. What is the difference in all-purpose and self-rising flour ? ____________________________

____

Hint: This cake will run over the sides of the pan and into the oven if you use **self-rising flour.** This indicates that self-rising flour has more______________than this cake requires.

15. Chopped nuts are **"optional"** in this recipe, which means you do not have to add them. What would you expect to happen if you chose to add 1 C. butterscotch morsels or 1 C. raisins instead?__________
What would you expect to happen if you chose to add 1 cup honey in lieu of nuts?____
What would you expect to happen if you chose to add 1/2 t. cinnamon?

16. Look back over both the cake recipe and the frosting recipe. Which ingredients are measured by weight?____________________
Can you name other examples you have seen in recipes whereby ingredients were measured by weight?__________________________

17. Why does the recipe direct you to grease and flour the cake pan?____

Some **terms** frequently found in recipes should be understood. For example:

Beating a product incorporates air to make it light and fluffy. Batters are **beaten** to make cakes light in texture.

Blending is a mixing process. Fat and flour are **blended** together to make a white sauce or gravy.

Whipping incorporates enough air to increase the volume. Whipping cream may be **whipped** to increase the volume. Egg whites may be **whipped** to make a meringue. **Whipped** egg whites when folded into a cake batter will make the cake lighter in texture.

Puree means to mash so fine no solid pieces can be found--as in carrot cake, pumpkin cake, or sweet potato pie.

Mince means to chop as fine as possible. Ingredients like onion, garlic, and ginger are usually **minced** for use in a recipe because they give the most flavor when cut into small pieces.

18. Is **beating** more like **blending** or **whipping**? Why?________

19. Which is finer--**pureed** carrot or **minced** carrot?__________

20. When adjusting a recipe so it will serve fewer people or more people, you may do so by **dividing** the ingredients or **multiplying** the ingredients. Complete the following:

CHOCOLATE-PEANUT BUTTER CHIP COOKIES

Double	(Makes about 6 dozen two-inch cookies)	Half
______	1 cup butter or margarine	______
______	3/4 cup granulated sugar	______
______	3/4 cup firmly packed brown sugar	______
______	2 eggs	______
______	1 t. vanilla	______
______	2 1/4 cups unsifted all-purpose flour	______
______	1 t. baking soda	______
______	3/4 t. salt	______
______	1 cup chocolate chips	______

_____ 1 cup peanut butter chips _____

_____ 1 cup chopped nuts _____

Preheat oven to 350 degrees F. In medium mixing bowl, cream butter or margarine with sugars until light and fluffy. Add eggs and vanilla; beat well. Combine flour, baking soda, and salt in mixing bowl. Add to creamed mixture to form a soft but not sticky dough; add chocolate chips, peanut butter chips and chopped nuts. Drop cookies by rounded spoonfuls about 2 inches apart on ungreased baking sheets. Bake 10 to 12 minutes or until lightly browned. Remove cookies from cookie sheets; transfer to cooling racks. Store in tight container when thoroughly cooled.

Now that Hathia has a beginning knowledge of both measuring techniques and basic preparation skills, they are ready to start the anniversary cake. Although Hank has agreed to let her take the lead, he will work closely with her to be sure that everything is done correctly. Hathia is bound to be a good student because playing in the band has taught her the importance of accuracy. An error in the kitchen will not reverberate quite the same as playing the wrong note in band, but the end result will be around for others to see longer. She knows she will do her best!

The cake looks perfect now that it is out of the pan. It did not stick at all. It is too pretty to frost! Maybe she is just proud of it, but Hank is even prouder though. Look what he has taught her to do. "We are a winning team in the kitchen," he said.

They decided to use Crisco, a white shortening, for the frosting so the cake would be snowy white. They did not like having a hole in the center of the cake though. Remember--it was baked in a tube pan? Hathia suggested they cut a round of cardboard to fit over the hole when suddenly they both thought of a cookie. Hank grabbed a cookie from the cookie jar, laid it over the hole in the cake, and it was a perfect fit. They frosted over the cookie as they frosted the cake. No one would ever suspect that their cake did not really have a center.

The final touch was now in order. Hathia remembered that the bridesmaids had worn yellow dresses when their parents were married. That is why she had chosen twenty yellow candles to decorate the cake--one for each year. Together they devised a system for spacing the candles so they would be even. They laughed at how much math they were using to bake a cake. They had found some green candy hearts which they dotted in groups of two--two hearts touching--around the sides of the cake. It looked great!

"But where do we fit in?" Hank asked.

"That's right," said Hathia. "This home has four hearts touching now, doesn't it?"

Hank stepped outside to clip a few pieces of greenery off the shrubbery to place around the cake. Hathia went to the bedroom and got a wedding picture of their parents. She also brought the latest school photos of both Hank and herself which her mom had in frames.

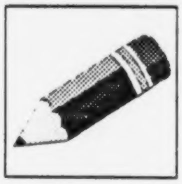
Together they rinsed and shined the leaves of the greenery because the leaves were looking somewhat dull. They put oil on a paper towel and polished the leaves, which made them very shiny.

Finally, they put the cake in the center of the dining table and arranged the leaves around it. It looked even more attractive. Then Hathia put the wedding photo on one side of the cake and the photos of Hank and herself on the other. They then closed the dining room door--hoping their parents would not find it until dinner.

Cooking had been so much fun they decided to quickly mix a half-batch of cookies while the ingredients and equipment were already out. Hank mixed while Hathia added the ingredients. Again, they laughed at their teammanship. When Hank began spooning the cookie mixture onto the cookie sheet, Hathia began washing dishes. By the time the cookies were out of the oven and onto the cooling rack, the kitchen was clean--dishes washed, floor swept, and dribbles wiped up with a paper towel. Their parents would not suspect they had cooked at all by the appearance of the kitchen.

Personal assessment: I completed _____of the twenty activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

What skills did you learn from this lesson that can be applied to the **world of work**?



An important family skill is to **express love**. Place a check beside each of the observable ways Hank and Hathia expressed love for each other and for their parents.

______Sincerely say "I love you"
______Give hugs
______Give kisses
______Be there for each other
______Give time to each other
______Talk to each other
______Listen to each other
______Express feelings
______Accept each other
______Set limits
______Provide assistance to family members
______Compromise
______Do fun things together
______Stay in contact with each other
______Send cards or notes
______Plan special days
______Plan surprises for family members

Name at least 5 technologies that could have been used in this family setting. Tell how the technologies could make managing multiple roles (work and family) easier.

This activity makes me want to learn **more** about--

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT B: NUTRITION AND WELLNESS

COMPETENCY: 5.00 Use principles of meal management. (20)

OBJECTIVE: 5.05 Compare the process and results of preparing food with different types of equipment. (4)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ____

MICROWAVE COOKING*

What is the main advantage of using a microwave for cooking?

Microwave cooking is the fastest and most efficient cooking process today. Its major drawback is that **some foods do not cook well in a microwave**. Poultry, for example, may not cook long enough to kill the bacteria. When microwaving poultry use a thermometer or temperture probe to insure thorough cooking. Quick breads and cakes do not usually brown well. Some people consider this objectionable.

Several kinds of containers can be used for microwave cooking. Among them are **glass, ceramic, and paper**. Microwaves crack the glaze on some ceramic pieces. To protect ceramics, check the piece to see if "Microwave Safe" is stamped on the bottom. If it is not so labeled, it may or may not be safe.

During cooking, microwave foods need to be stirred, rotated, or rearranged **to make the food cook evenly.** It is important to cover foods as they cook in a microwave. Wax paper and plastic wraps are popular with most cooks. (Be sure to vent plastic wraps to allow **steam to escape.**) Paper towels may be used to wrap breads that are being reheated.

Foods that are enclosed in a "natural" cover like potatoes, wieners, or an egg yolk tend to explode during the cooking process. Always **pierce the yolk of an egg or the skin of a potato or hot dog before cooking.**

SOME COOKING METHODS

. To cook in a liquid just below the boiling point is to **simmer.**
. The cooking method that causes the greatest loss of nutrients is **boiling.**
. A slow method of cooking in liquid to tenderize tough meat or firm fiber is **stewing.**
. A slow way of frying is **sauteing.**
. A fast way of frying is **stir-frying.**
. A dry-heat, oven method of cooking is roasting.
. To retain the steam and nutrients, **use a lid on the pot.**
. Cook eggs over **low heat.**
. To test a cake for doneness, you may:

Gently touch the center of the cake. If the imprint of your fingers remain, you will need to continue cooking.

Insert a toothpick and see if it comes out clean.

Check to see if the cake is beginning to **shrink from the sides of the pan.**

TIMING

"Timing" is an effort to prepare foods so everything will be ready to eat at one time. "Time" the following foods for a hot breakfast: (What would you put on to cook first? second? etc.)

____Bacon
____Muffins
____Omelet
____Coffee

COOKING EQUIPMENT

. A **toaster oven** is a small appliance which can be used to brown bread, bake small items, and some will also broil food.
. A **pressure cooker** cooks faster than a conventional pot.
. A disadvantage of a **convection oven** is that all foods do not cook well in it.

. For heating delicate foods that burn or stick easily such as egg sauces or chocolate, use a **double boiler.**

LAB ASSIGNMENT: Locate and use recipes to:

1. Prepare roast poultry.
2. Prepare a salad.
3. Prepare a vegetable.
4. Prepare bread.
5. Gain experience in the use of as many pieces of kitchen equipment as possible.

Personal assessment: I participated in (all/some/none) of the activities above, or approximately _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.)**

The new cooking methods I learned from this lesson were--

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to prepare____for my family.

COURSE:	TEEN LIVING (Work and Family Supplement)
UNIT B:	NUTRITION AND WELLNESS
COMPETENCY:	5.00 Use principles of meal management. (20)
OBJECTIVE:	5.06 Practice appropriate manners when serving and eating food. (2)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

TABLE MANNERS

When are good table manners practiced?

Who needs to know good table manners?

Good manners have been defined as "Knowing how to do and say the kindest things in a kindly way." Good manners are based on consideration of the feelings of others. Try to learn how to handle yourself in every situation, which will add to your sense of self-confidence. Yet, there will be times when you are uncertain of "the mannerly thing" to do. On those occasions, be kind, but plan to look up the rules of etiquette as soon as possible--for future reference.

There are some tips that you can rely on in a moment of uncertainty. For example:

Napkins are **unfolded half-way** when placed across the lap.

If you are a guest at a meal, you should wait to **begin eating when your host**

or hostess begins eating, unless the host or hostess invites you to begin eating earlier.

At large gatherings such as banquets, it is usually considered acceptable to **begin eating after everyone at your table has been served.**

After stirring iced tea, **place the spoon on the coaster provided or on the side of your plate.** Do not leave it in the glass while drinking.

If you are not sure which fork to use, **watch the host or hostess**. Use a fork like the one he or she uses.

After finishing a bowl of soup, **put the spoon on the soup plate.**

Bite-size pieces of **bread can be broken**--rather than cut--for eating. Butter **one bite of bread** at the time, except in the case of an old Southern tradition where hot biscuits are buttered when taken from the oven. **The butter knife should be placed on the plate after it has been used.**

If you are asked to pass a plate of food, you normally pass it to the right so receivers can take it with their left hand and easily serve themselves. However, the most important tip to remember when passing food is to pass it **all in the same direction.**

When you are served, cut and eat a bite or two of meat. **Then cut another bite or two.** One never cuts the whole piece of meat into bite-size pieces except in the case where one person cuts for others who are unable to cut for themselves.

It is considered good table manners to **chew with your mouth closed** and keep conversation pleasant during mealtime.

When you eat at someone else's house, **thank the host or hostess for the meal.**

In an informal gathering, **it is permissible to offer to help** serve food or remove dishes after a course has been served.

LET'S PRACTICE!

1. Locate or write a menu that you would enjoy eating.

2. Find a diagram that shows how to set a table correctly and practice by arranging one place setting (all the dinnerware, glassware, and flatware needed by one person) for the meal you planned.

3. Sit at the place setting you arranged. Pretend to eat the food using appropriate table manners.

4. Locate a reference on table manners and choose five tips for good manners that you would like to see others practice.

5. In what ways do you think appropriate table manners impact on family success?

6. In what ways do you think appropriate table manners impact on work success?

7. Check the **work and family skills below** that you think are affected by manners. Be prepared to give reasons for your responses.

____uses time management techniques____works with diversity____exercises leadership ____knows social, organizational and technological systems ____acquires and uses information____develops new or alternative systems to improve performance____selects technologies____believes in own self-worth____interacts as a family unit____communicates ____takes care of self____teaches others____provides for the family ____expresses love ____makes decisions____accepts responsibility____weathers the storms

---

Personal assessment: I completed _____of the seven activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

Name several technologies that could be used to satisfy individual, family or work needs in this activity. Tell how the technologies could make managing multiple roles (work and family) easier.

The **most interesting thing** I learned about table manners is--

Stage yourself for success by doing **more than is required!**

I also did the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT C: FAMILY LIVING

COMPETENCY: 6.00 Analyze influences on family life. (9)

OBJECTIVES: 6.01 Analyze roles and responsibilities of family members. (3)

6.02 Examine influences world situations and cultural differences have upon family life. (3)

6.03 Explain how the family contributes to self-image. (3)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ______________________________

ROLES AND RESPONSIBILITIES OF FAMILY MEMBERS

Many factors influence family life. One of the biggest influences is the people with whom you live. Hopefully, your living unit provides for you, nurtures you, and guides you. There are several types of living units which we call **family structures**. Let's take a look at them.

Jim lives with both his mother and father. They are called a **nuclear family**. As a family they work toward common goals. They are a team. Sometimes they play together, encourage each other, and even disagree. When Jim told his parents that he should have a car because all his friends' parents had bought cars for their teenagers, his mom immediately said, "Jim, this family does not attempt to manipulate each other, through intimidation. Don't tell us what your friend's parents are doing to try to change our family."

Jim swallowed to moisten his dry throat, and said, "I'm sorry. Gee, I wouldn't want you to hold my friends up to me as 'the model.' I know having an education fund is more important, but I really do want a car."

Irena lives with her grandmother and her uncle. They are called an **extended family.** The have family goals also. Grandfather died, her uncle's wife left, and Irena's mother works in New York. Hardships brought them together, and they each struggle to adapt to the change they inflict on the lives of each other. They encourage each other, learn from each other, and respect each other **most of the time.**

What about the other times? Grandmother cries because she misses Grandpa. She reverts to that stage of grief known as **depression**. Poor grandmother--she never learned to manage family business. She was content to let him "be the head of the household." She really does not know how to make decisions--Grandpa did that too. Irena is learning much in her efforts to help her grandmother, but she feels an awesome responsibility for Grandma. "What would life be like without Grandma?" wonders Irena. Yet, Irena longs for someone with whom she can really talk and that cannot be Grandma. "I would not dare unload my problems on her," says Irena. "She has too many problems of her own and would be even more depressed if she thought I had concerns."

Irena's uncle Harry is very bitter. He sometimes raves about "that woman" who left him. He is finding it very difficult to "weather the storm" economically and emotionally. He too is in those stages of grief and he frequently reverts to the stage known as **anger**. Irena recognizes that Grandma grieves over the death of a special person while her uncle grieves over the death of a special relationship, and it is difficult to tell the difference. Grandmother expresses her grief through tears. Uncle Harry expresses grief by drinking too much and getting loud. He frequently threatens suicide and even resorted to pulling Irena's hair one day because he thought Irena stayed in the bathtub too long. Neither Grandma nor uncle Harry will accept professional help or join one of the community support groups.

What should Irena do?

Would you like to invite a family counselor to speak to your class about Irena's problem and steps that **Irena** could take to begin improving the quality of life within their home?

We are told that effective families learn to **interact as a family unit** which means

We are told that effective families learn to **interact as a family unit** which means learn to manage crises. Check the following suggestions that will be helpful to the members of Irena's family. Check also the suggestions that would be helpful if a similar situation happened at work. (Some situations will likely have 2 checks.)

_______Work toward common goal
_______Cooperate with each other
_______Agree to disagree without revenge
_______Respect each other
_______Love each other
_______Work as a team member
_______Communicate without intimidation
_______Play together
_______Adapt to change
_______Encourage each other
_______Disagree
_______Worship together
_______Laugh together
_______Learn from each other
_______Reach out to each other
_______Refrain from violent behavior
_______Refrain from abusive behavior
_______Recognize warning signs of abuse (physical or psychological)

Sue, Joe, and Janet live with their father. Their family is an example of a **single-parent family.** Their dad is still pretty angry at their mother for dying. Their family counselor says this is normal behavior for a person in grief, so they encourage him to express his feelings openly.

Kyle was living with his mother, step-father, and step-sister. He was part of a **blended family.** Now he lives with Mr. and Mrs. Miller where he was placed by a social service agency. Since children are influenced by their environment and because he was experiencing severe troubles at his own home, it was thought that a **foster home** was right for him. He is now adjusting to his role as a **foster child** in his new **foster family.** He participates in a support group and has learned to recognize his strengths and weaknesses. He abused his mother before her marriage. Now his step-father will not allow it. Kyle, like Irena's Aunt Joyce, must learn to deal with problems without violence.

Lynn lives with her mom--Mrs. O'Neal--Mrs. Smith and little Tony Smith. Since both adults are single parents, they decided to live together to share living expenses, child care, and other roles and responsibilities involved in running a home. They are an example of a **cooperative household.** Tony seemed to have a stubborn streak. They needed to **communicate with him at his maturity level.** When they admitted their mistake and corrected it, Tony began responding in a more cooperative manner. Now they have to remain focused on a big family goal, "Let children be children!" Tony is **not** a little adult.

Statistics show that many female-headed housholds live at the poverty level. Discuss the impact that cooperative households could make toward improving the economic status of female-headed families. List the pros and cons of establishing cooperative households.

Shantel's family is described as a **commuter family** as well as a nuclear family. Her father and brother live in Washington, D.C. She and her mother live in North Carolina. Even though Dad works out-of-town and Brother lives with him, they are an intact family. Her parents decided to split up the child-rearing responsibilities when a job promotion sent him out-of-state to work. They all get together at least once a month. This lifestyle is usually adopted by older couples who are free of child rearing responsibilities. It is not accepted with great enthusiasm by any family members involved, but sometimes it becomes a logical choice for a period of time as it appears to be with Shantel's family.

As you can see, there are many family structures. Children and teens usually have no choice in determining the families in which they live. They can choose to make the most of the qualities their families have to offer. They can contribute qualities such as **cooperation** in getting tasks done, and they can also show they are **dependable** and that they will **keep their promises** by assuming **responsibility.** All family members can share responsibilities by **taking turns doing various chores.** It is easier for families to fulfill their roles and responsibilities when **each person contributes to the total needs of the family.** For example, if both the mother and father work outside the home, teenage family members should **take on a share of their parents' home responsibilities.** Younger school age children should be responsible for **caring for their own room.**

Studies have shown that birth order even has an impact. **The oldest child** in a family is most likely to develop and exert leadership. **The youngest child** is most likely to be dependent upon other people. A practical example of this shows the leadership of **older children in the household settling differences among younger children**. Young children are sometimes dependent upon older siblings for leadership in interpersonal matters. Helping a child to maintain self-esteem while being taught to follow family rules and procedures can be done by **responding in a calm voice when rules are broken.**

Irena's grandmother and uncle have been talking about self-esteem. They say self-esteem **reflects the thoughts and judgments you have of yourself.** This has led Irena to observe herself and others more carefully. She now recognizes that people with high self-esteem **focus on their strengths rather than their faults.**

Jim, her friend, really does need to develop a higher level of esteem. He is always "down" on himself. Both of his parents recognize this as well. Perhaps developing abilities and skills at some hobby or other interest will help Jim realize his own potential. This self-discovery process is called **self-realization.** To help him develop a higher sense of self-esteem, **his dad is helping him succeed with small tasks.** They also play basketball, soccer, tennis, and rugby to see if he likes sports. **They are evaluating** many possibilities to determine where he might best succeed. Jim knows that the best way to judge success as a person is to **think about how much you have grown**. This attitude is helping him as he continues to grow in self-realization. Irena is careful to compliment his efforts also. He has so many strengths that she cannot believe he is slow to recognize them.

Irena has observed that older grandmothers and young uncles need a boost in their self-esteem also. Grandmother still grieves over grandpa, and her uncle still wonders what went wrong with his marriage. Irena is careful **to ask for their help and advice on important issues.** She really appreciates all they do for her, but she wonders why uncle Harry chooses to vent his anxiety by raving and pulling hair. She tries to let them know they are truly important in her life, because they are. She will continue to try to get both of them to join a support group. As a matter of fact, she would like a support group too. She finds herself listening to others, yet feels that she has no one with whom she can talk out her own frustrations.

Families today differ from the traditional families. In a traditional home, father worked to provide for the family economically. Father also provided the job skill training for the sons. Mother stayed home to manage the household and to teach the daughters how to manage a household also. The process of combining the responsibilities of job training and **wage earning** with those of **homemaking** was a natural. With the advent of the industrial revolution, people started working away from the home. Fathers earned the family income, and mothers stayed at home and managed the family roles. Today more and more women are working outside the home leaving no one to manage the family full-time. Combining the responsibilities of managing both work and family is known as **dual roles**. Dual roles is a prevalent lifestyle today. In other words, both parents work outside the home, and someone manages the household. Today, parents guide their children in making career decisions, but parents rarely train their children for a specific job as traditional parents did.

Today's families move more frequently from one location to another. With more women working outside the home, fathers are doing **more of the child care and household chores.** Sex role stereotypes are gradually disappearing.

Medical breakthroughs are **improving the quality of life for family members**. Vaccines have eradicated the threat of death from many illnesses. People are living longer. The elderly population in the U.S. is **increasing**, and more people are likely to **live alone at some time.** This probably means the demand for **home companions** will be great in the future. (For some this is an interesting career option. A home companion usually gets room, board, and a salary for living with and helping a person who does not wish to live alone.)

Today's families are more **informed about other cultures.** Communications such as TV and mobility now make us a part of **the global village.** We are in touch with the world via TV most days of our lives. People in both large towns and rural areas are **affected by events around the world.** The state of our economy in the U.S. is greatly impacted by the economic conditions around the globe. When the economy in Asia suffers, for example, the economy in the U.S. declines also.

Problems for today's families include drugs, family violence, teen suicides, and teen pregnancy. If one family member abuses drugs, the **whole family is affected.** One cannot say, "That's my business!" If one is a member of a family, behaviors--both good and bad--become "family business."

Family violence is on the **increase**. A high unemployment rate produces added tensions and **further increases family violence.** All families need to learn to handle stress in a **non-violent** manner.

While the leading cause of death among teens is **accidents,** teen **suicides** have also increased.

Since families do experience crises, it is important that they support and help one another in hard times. **Loyalty** to one another is a highly valued family trait. The ability to **weather the storm** (cope with crises) cannot be underestimated.

In addition to their families, teens have their peers--friends their own age. Among their friends are their dating partners. Friends can also offer **advice, understanding, and affection** in both good times and bad. Teens need to develop positive relations with all groups of people. The more you know about and understand others, the **less** self-centered and the **more caring** you will become.

THINK ABOUT IT!

1. Select three of the family structures discussed in this writing. Describe the roles and responsibilities of each. Then tell how they differ.
2. Describe some world situations and cultural differences that have impacted family life. (To help you get started--one world situation is war. One cultural difference is the holidays celebrated by families.)
3. Brainstorm as many ways as you can for families to contribute to the self-image of each of its members. Start by thinking of what your family does to **build your self-esteem**. What do you do to build their self-esteem?
4. Change is enevitable. Interview one of the following people or groups of people to determine the impact of change on their roles and responsibilities. Suggested interview questions have been given. You may add, delete, or revise as you wish.

People to interview:

Couple with new baby who already had children.
Student who just got an after school job.
Student who just quit or lost a job.
Student who just got driver's license.
Family who is hosting an exchange student.
A teen whose grandparent(s) lives with the family.
A teen in a single parent family whose mom just got a job.

Suggested interview questions:

What were your roles before the change?
What new roles did you assume with the change?
How have your goals and plans changed because of the new role?
What impact did the change have upon your time, money and energy?
What tips can you offer to help others manage new roles and responsibilities?

Personal assessment: I completed _____of the four activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.)**

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance.** Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT C: FAMILY LIVING

COMPETENCY: 7.00 Analyze interpersonal relationships. (7)

OBJECTIVES: 7.01 Investigate qualities vital to the development of good relationships. (2)

7.02 Determine how conflicting role expectations affect family life. (2)

7.03 Analyze responses to individual and family crises. (3)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

INTERPERSONAL RELATIONSHIPS

The ability to get along with others is one of the most important skills you will ever learn. **Interpersonal skills** are needed for social success, family success, and work success. As a teen, you may tend to take getting along with your family for granted, look forward to work, and concentrate on developing friendships among your peers. Whatever your current motive, making friends is a **skill.** Since friendships do not usually develop on their own, people must **cultivate** them. Once a friendship is cultivated, it can provide **pleasure** for many years.

RELATIONSHIPS WITH FAMILY AND FRIENDS

The basic quality of friendship is **caring.** Each person cares for the other. They care how a friend feels. Being **honest** about how you feel will not damage a friendship. A friend will want you to be honest. If you do not feel right about doing certain things, a friend would not want to burden you with feelings of guilt by asking you to break your behavior code. They may not understand your feelings, but they would respect your right to have the feelings.

While first impressions are important, they are not a good basis for judging the value of a friendship. It takes time for friendships to grow, which is one of the reasons why most people do not feel the same amount of closeness to all of their friends. We tend to feel closer to those whom we know best.

Some people overlook the value of family friendships. **Friendship and love** are two important emotional needs which a family supplies. Some families--more than others--help people build a basis for friendships. Fears about meeting new people stem from doubts about ourselves. When friendship and love is expressed in the family, people tend to develop stronger feelings of self-worth and confidence.

Some important traits demonstrated by friends are acceptance, consideration, loyalty, sharing, sincerity, trustworthiness, and understanding. You will want to practice all of these if you want to be a friend. Some acts that demonstrate these traits include:

. Taking up for a friend that is the target of gossip.
. Telling a friend what you like about him or her and meaning it.
. Remembering what friends can or cannot do and planning around that when you are together. For example, if they are dieting, do not make them a rich dessert.
. Keeping a friend's secret **safely** to yourself.
. Inviting a new student to join your group despite the fact that you think his or her clothes are unusual.
. Sharing goals and interests with friends.

Again, **caring--that important trait of friendships,--** is demonstrated in all of the above.

CONFLICTING ROLE EXPECTATIONS AFFECT FAMILY LIFE

Role expectations, which impact on the quality of friendships, have a large effect on family life as well. For example, Marion Green, a divorced mother with three children, works as a mail carrier downtown. She sometimes has to work overtime which **disrupts the evening schedule of the family.** Anytime she has to work unusual hours **the family misses the time they have together**. Josh is in the eleventh grade and **does errands for his mom on the way home from school**. Tommy is in the sixth grade, and Lila is in kindergarten. The family has one car. Dad lives in a town thirty miles away.

To help with family expenses, Josh has a paper route, mows lawns, and sometimes does odd jobs in the neighborhood. Josh hopes to go to college. Tommy and Lila are too young to have a job so they help out around the house. Tommy wants to be on the basketball team at his school.

Tommy, who does not like to do housework, frequently gets the jobs of sweeping the floors, doing the dishes, and folding clothes. He thinks Mom and Lila should do this work. He also looks after Lila most afternoons. Lila likes to help Mom. Tommy tries to tell her what to do at home all the time, and she does not think he should.

Mom is tired when she comes home and feels upset when the house is a mess. The children complain because there is not much food in the house. Josh wants to use the car all the time. When Mom says "No" to the children, they often call Dad to see if he will say "Yes."

As you can see, several factors here are impairing the interpersonal relationships within this family. Marion Green is feeling frustration because she is **both breadwinner and mother.** Josh Green feels he has too many responsibilities because **he tries to be a good student and earn money for the family.** Tommy is upset because **he has to do chores for which he does not feel responsible.** Lila does not cooperate with Tommy because **she views him only as a brother with no authority**. Josh would really like to use the money he earns to buy a car. He is still unclear about the difference in "needs" and "wants." The children often call Dad when they have been told "No" by Mom because **it is not clear to them which parent has authority.**

Pretend for a moment that you are the family counselor--

1. What questions would you ask each of the family members to help him or her focus on the problems at hand?

2. What would you like to see them do to improve interpersonal relations?

3. In what ways are role expectations affecting the quality of their relationships at home?

4. How might **role expectations** affect the quality of relationships on their jobs later when each person is employed?

5. Who would you adopt as your role model in this family, if you were Lila?

6. Who would you most like to help out of this confusion? Why?

7. When parents are divorced, as in the case of Marion Green, which parent should have the final word when differences of opinion surface?

Differences in role expectations are not limited to single parent families with adolescents in the home. Take Karen and Mike for example, who are a happy young couple--very much in love.

It was 3:00 in the morning. Three-month-old Eric was crying in his crib. Karen and her husband Mike woke up and both waited for the other to get up. Karen was tired from caring for Eric around-the-clock. She really hoped that Mike would get up this one time. Mike was wondering why Karen was not getting up. After all, she was Eric's mother.

LET'S TAKE A CLOSER LOOK AT MIKE AND KAREN!

1. What appears to be Mike's **role expectation** of Karen? himself?
2. In what ways does Karen's role expectations differ from Mike's?
3. What appears to be Eric's role expectations of his parents?
4. At what age will Eric's role expectations probably change?

INDIVIDUAL AND FAMILY CRISES

Crises do **impact** on interpersonal relationships. For most families the issue is not "if" a crisis occurs, but "when" a crisis occurs. Crises must be dealt with. Some ways people handle crises will be discussed. Look for those you consider appropriate and mentally healthy.

- Mr. Smith was fired from his job of twenty years. When he arrived home, he was so angry and depressed that he kicked the dog, slapped his wife, and destroyed his son's art project. Mr. Smith dealt with his feelings by what is known as **"fight."** He became violent.

- The Joneses' television went on the blink. While it was in the repair shop, the family needed an activity to fill their TV viewing hours. They decided to finally begin the remodeling project they had talked about for so long. Everyone got so involved in remodeling, talking about the various projects, and exchanging ideas on how the job could best be done that they hardly missed watching TV. They began to recognize how much they enjoyed working together. The Joneses coped with their broken TV with the technique known as **"conversion."** They converted the routine use of their time to another activity.

. John and his family returned from vacation to find that their home had been vandalized. John's father implied that if his wife had canceled the newspaper, no one would have noticed they were gone. John's mom said that if John had mowed the lawn, no one would have noticed. John said that his father should have set the timer to turn on the lights periodically. Each family member was dealing with this crisis by **"avoidance."** Each person was trying to avoid the responsibility by blaming another.

. Dawn and Chad have just had a new baby. Their three-year-old son Michael, who is not too happy about the new addition to his family, has begun to demand a pacifier and climbs out of his bed and into the baby crib whenever he gets a chance. Michael is dealing with his jealousy by **"regression."** He is regressing, or going back, to an earlier stage of behavior so he will be more like a baby.

. Margaret drinks too much alcohol, rarely eats, is losing weight, and does not seem to care about her home or her appearance. When her best friend confronted her husband Tom, he just shrugged off this behavior because his wife is under stress at work. His reaction to Margaret's obvious drinking problem is a form of **"denial."** He is denying to himself that she has a problem. Margaret's daughter, on the other hand, is very worried about her mom and wants to participate in **Ala-Teen**, an organization whose function is to help teenagers deal with alcoholic parents. Her father discourages her participation. Margaret's husband will not even consider Ala-Non, an organization for the spouses of an alcoholic. The company for which Margaret works has an Employee Assistance Program (EAP) which offers treatment for alcoholism, but it appears she is not yet willing to admit that she needs help.

Crises almost always bring change to family life. Some changes occur suddenly while others happen gradually. Most changes in family life have **both good and bad sides**. For example, an adolescent usually reaches outside the family circle and then pulls back to the family. This behavior may appear a little unstable if the family has not learned what to expect of their adolescents. An important way a family can handle minor change and major crises is to know that they **can** happen and then **prepare in advance** for them. Two such preparations are to carry **life insurance** on the parents and keep the family **will** up-to-date. If a parent should die, the family will at least be prepared to manage financially while they are learning to cope emotionally. Emotional reactions vary a great deal.

When a death occurs in a family, surviving family members may even **feel angry** at the person who died.

As you can see, many factors impact on interpersonal relationships. Working toward good relations in your home and with your friends now will make it easier for you to establish good relationships on the job when you become employed. The effort you invest in developing positive relationships is bound to pay rich dividends for you, if you are willing to hold tight to your moral and ethical standards.

Compromising that which is of great value to you is not essential for you in developing and enjoying interpersonal skills. A "good family" and "good friends" will want you to be your best self. A person who asks you to compromise your standards is not looking for a friend but is looking for someone "to use" for personal motives.

THINK QUIETLY FOR A MOMENT! (This is just for you.)

1. Evaluate some **communication skills** that will help you develop good relationships. Place **H** beside the skills you feel you have and **D** beside those qualities you want to further develop.

______Talk about problems
______Listen to each other
______Respect others
______Maintain eye-to-eye contact
______Read and respond to non-verbal communication
______Communicate honestly
______Maintain self control
______Use normal tone of voice
______Communicate without manipulation
______Express oneself in a non-violent manner
______Conduct family meetings

______Encourage others to talk
______Allow free expression of feelings
______Attempt to understand each other
______Recognize and admit strengths and weaknesses
______Recognize potential problems
______Empathize
______Negotiate
______Laugh and cry together

2. Do conflicting role expectations exist in your home? Think about ways to overcome these. What might you do to help the family recognize and positively face these situations?

3. How do you respond to crises? How would you like to respond to crises?

Personal assessment: I completed (quietly)_____of the three activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.)**

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

INTERACT AS A FAMILY

Place a check beside each of the following family skills that would help families improve interpersonal relationships. Place a second check beside those that would be helpful in the workplace. Is it true that family skills are also work skills?

_______Work toward common goal
_______Cooperate with each other
_______Agree to disagree without revenge
_______Respect each other
_______Love each other
_______Work as a team member
_______Communicate without intimidation
_______Play together
_______Adapt to change
_______Encourage each other
_______Disagree
_______Worship together
_______Laugh together
_______Learn from each other
_______Reach out to each other
_______Refrain from violent behavior
_______Refrain from abusive behavior
_______Recognize warning signs of abuse (physical or psychological)

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT C: FAMILY LIVING

COMPETENCY: 8.00 Analyze youth parenting. (7)

OBJECTIVES: 8.01 Examine consequences of male and female youth parents. (4)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ____

CONSEQUENCES OF YOUTH PARENTING

Why is youthful parenting discouraged in our society?

Consequences of youth parenting for both males and females may be severe. A physical act called "Sex" can produce babies for people who may not be prepared to become a parent. It is one thing to have sex--and make a baby--but quite another to successfully parent a baby and assume the role of parenthood for the rest of your life. Talk with a youthful mother, and she will usually tell you three things: 1) "I love my baby, but it surely changed my life." 2) The baby's father likes to play with the baby, but he doesn't seem to recognize the baby's needs. 3) I am having to short-change my education so I can work to support the baby.

Babies need **emotionally mature parents** who can provide for them physically, emotionally, socially, mentally, and spiritually. When children are very young, mature parents realize that **their own needs must come second.** This costs young parents a great deal socially when they have to give up the fun activities, needed for their own development, to stay home with their baby. It frequently costs young parents their opportunity to further their own education. It sometimes costs youthful parents money for food, clothes, and shelter which they do not have. Public assistance programs such as Women, Infants, and Children (WIC) and Aid for Dependent Children (AFDC) are usually helpful, but the costs of proper care for a child is not met by public assistance.

Most young people are just not ready to become parents. They need to grow and develop to their full potential--physically, emotionally, socially and mentally. They then will be prepared to help a child grow and develop to his or her fullest potential.

It is difficult for a parent to give what he or she does not have. Take Mary and Bob, for example. They are older, but are having difficulty making the emotional adjustments of having a baby in the family. One of the best steps they could take would be to spend more time with each other. Since teen parents are usually single parents, they do not have the support of a spouse to help them cope.

Youth parenting includes its **costs**, but before we inquire about those costs, let us identify some of them. For example:

. **Financial** cost implies money. Example: How many dollars must I have to support a baby?

. **Future** cost implies what this will do to the rest of your life. Example: Will there be enough time, money, and other resources for college, careers, travel and the things I hope to accomplish.

. **Physical** cost implies what this will do to you physically. Example: Will having a baby at an early age impair my health for the rest of my life?

. **Social** cost implies what this will do to you socially. Example: Will I have time for friends and dating?

. **Emotional** cost implies what the impact will be on your feelings. Example: Will I regret this action or decision? Will I feel handicapped by the end result?

. **Birth defects** implies bearing a defective (physically, mentally, emotionallly) offspring. Example: Am I prepared to financially and emotionally cope with a child who has a birth defect. Do I have a support system to provide strength when I become weak?

See if you can identify the following costs:

. What cost is most associated with excessive weight gain during pregnancy?

a. Financial
b. Future
c. **Physical**
d. Social

. What cost is most involved in having to drop out of sports, clubs, and out-of-school activities?

a. Financial
b. Future
c. Physical
d. **Social**

. What costs are involved in giving up cheerleading, missing the prom, and using the money you earn to pay an occasional babysitter--just to get away for a little while?

a. Pressure from parents
b. **Emotional and social**
c. Resentment toward parents for not taking care of your baby
d. Parents who act like your baby belongs to them

. What cost is most involved in having to drop out of high school to take care of your baby?

a. Emotional
b. **Future**
c. Physical
d. Social

. What cost is involved in having to drop out of school to earn money to make child-support payments?

a. Emotional
b. Physical
c. **Future**
d. Social

. What kind of cost is associated with NOT being able to go to graduation parties because a mother is about to deliver her baby?

a. Emotional
b. Financial
c. Physical
d. **Social**

. Which kind of cost is MOST associated with giving up activities with friends because a teenager is a parent?

a. Financial
b. Future
c. Physical
d. **Social**

. What cost is most involved in having to give up college to go to work to support a baby?

a. Emotional
b. **Future**
c. Physical
d. Social

. Which cost is greatest----?

a. **Losing educational opportunities**
b. Losing a boy/girl friend
c. Risking a break-up and having to make new friends
d. Not having a steady in high school

. What kind of cost is prenatal care?

a. Emotional
b. **Financial**
c. Future
d. Social

. What kind of cost is child support payments?

a. Social
b. **Future**
c. Emotional
d. Delinquent

. What kind of cost is involved when you want to get married and you already have a child?

a. Social
b. Mental
c. Future
d. Emotional

. What kind of cost is involved in having to delay marriage because you are making child support payments to another woman?

a. Social
b. Mental
c. **Future**
d. Emotional

. What kind of cost could be involved in having a child by a person whose hereditary background you know nothing about?

a. Social
b. **Hereditary birth defects**
c. Emotional
d. Poverty

. Which reason for having a child would get a couple off to a good start with the baby and lead to a strengthened family?

a. Want to continue family name
b. Pressure from parents
c. **Love and enjoy children**
d. To save a failing marriage

. What are the benefits of delaying sexual involvement until marriage?

a. Emotional
b. Social
c. Sexually transmissable diseases
d. Financial

The costs and consequences of youthful parenting can be great. Is premarital sex worth the risk?

THINK ABOUT IT!

1. Choose one of the "costs" above with which you either agree or disagree. Write a one-page paper (introduction, body, conclusion) stating **your views** on teen parenting for both males and females. Or--

2. Write a one-page paper which examines the consequences of male or female youth parenting.

Pass papers among classmates--signed or unsigned--for reading and editing. Encourage readers to respond to the papers by offering **feedback** and **challenging questions** that will promote critical thinking.

Personal assessment: I completed _____of the activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

What attitudes have you examined during this activity that can help you be a more effective **family member?**

What attitudes have you examined during this activity that can be important to you in the **world of work?**

Teen pregnancies and youth parenting are of crisis proportions for some families. Place a check beside each of the following actions that will help families **weather the storm:**

______Anticipate crises
______Plan for emergencies
______Remain focused on common goal
______Remain devoted to the family
______Remain committed to one another
______Express feelings openly
______Communicate with family members at their maturity level
______Admit a problem exists
______Admit failure
______Say "I'm sorry"
______Make restitution
______Respect the ideas of others
______Manage stress
______Seek professional help
______Provide financial support
______Provide spiritual support
______Seek guidance through your religious beliefs
______Provide emotional support
______Be a friend
______Reaffirm love
______Forgive and forget
______Take care of yourself
______Deal with problems without violence
______Allow for cooling-down time
______Confront abuse problems
______Report abusive behavior

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I also did the following that are related to this topic of study:

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT C: FAMILY LIVING

COMPETENCY: 8.00 Analyze youth parenting. (7)

OBJECTIVE: 8.02 Explain risk factors for children of youth parents. (3)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.___

RESOURCES: ______________________________Page Nos.___

MEDIA: ____

RISK FACTORS FOR CHILDREN OF YOUTH PARENTS

While the risks for teen parents are great, **the risks for their children are also great.** When you decide to have sex, you are taking a risk, not only for you and your sex partner, but also for a possible unborn child.

Check below the **risks factors** that you think apply to children of youth parents:

___Poverty___ poor nourishment___ fosterhomes___ abuse___ lack of love___inadequate prenatal care___ health of parents___ early parenthood___ inadequate day care___ lack of medical care___ low birth weight___ serious health problems___ inadequate care after birth___ being loved too much___ being wanted by both parents

---

Let's look at some facts that will help you check your work above.

1. Children of young parents have a greater chance of living in poverty.

2. Children who cannot be cared for by biological parents can become foster children.

3. Children who cannot be cared for by biological parents can be placed for adoption.

4. An infant's physical and mental development can be affected if the infant does not get the right nourishment during prenatal development.

5. Parents who abuse their children were often abused themselves as children.

6. Parents who are afraid they will abuse their children can seek advance counseling to dispel this fear.

7. Parents who abuse their children may love them, but they just have not learned coping skills nor how to handle their emotions.

8. A woman should make her first appointment with the doctor as soon as she thinks she is pregnant.

9. Even before conception, the health of the future father and mother is important to the future health of their baby.

10. Children born to teen parents are more likely than others to become teen parents themselves.

11. Teen-age parents have difficulty providing adequate day care for their children.

12. Children of young parents have fewer opportunities for good medical care.

13. Babies born to teens are more likely to have low birth weights and serious health problems than babies born to adult women.

14. The food a mother eats is important to the development of the baby before it is born.

15. The food a mother eats during pregnancy affects the mental ability of her child.

16. The drugs and medications--prescribed and over-the-counter--and illegal drugs taken by the mother affect the development of her unborn child.

17. The food children are fed during their developmental years will affect both their physical and mental development. Stunted growth and poor school

performance are two indicators of a poor diet.

18. Since youthful parents tend to get less education, their children also tend to get less education.

19. Once a cycle of "teen parent-poorly educated-poverty" gets started, it becomes difficult to break.

THINK ABOUT IT!

. How would you feel if your brother told you he had gotten a girl pregnant?

. How would you feel if your fourteen-year old sister had a baby?

. How would you feel when your child discovered you had given birth when you were 16 years old?

. Are early sexual experiences worth the risks to you? your sex partner? your unborn child?

. Are early sexual experiences worth the risk of disappointing or hurting your family?

. Are sexual experiences worth the risks of STDs?

To **provide** for its members is an important **family skill.** Place a **check** beside each of the following skills that a teen parent may have difficulty providing.

_______Meeting basic needs
_______Planning for the future financial security of family members
_______Establishing financial security
_______Providing a will
_______Providing a loving atmosphere
_______Providing a safe environment
_______Providing the opportunity for an education
_______Creating a spiritual environment

_______Providing religious teachings
_______Seeking health care
_______Providing special needs of family members
_______Providing opportunities for enhanced psychological well-being
_______Providing opportunities for increasing self-esteem
_______Creating an environment where friends are welcome
_______Providing a safe neighborhood
_______Encouraging success

The ball is on your court. How will you play the game that will greatly impact **your future?**

Personal assessment: I completed (all/most/none) of the activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

Name some family planning technologies that can be used by people who are sexually active.

List some facts you have learned from this activity that can help you be a more effective **family member?**

List some facts from this activity that can be important to you and your future in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

How can teens encourage other teens to wait until marriage for sex?

COURSE:	TEEN LIVING (Work and Family Supplement)
UNIT D:	CHILD DEVELOPMENT
COMPETENCY:	9.00 Analyze growth and development of children from birth through preschool. (11)
OBJECTIVE:	9.01 Explain the developmental sequence of children. (2)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

THE DEVELOPMENTAL SEQUENCE OF CHILDREN

Why do children develop differently?

While all children are unique, their growth and development usually takes place in an **orderly sequence.**

Growth and development of children begins during pregnancy, which is called **prenatal growth and development. During the first three months of pregnancy, all vital organs are formed.** This makes it doubly important that sexually active females take good care of their bodies. Since sexually active females can become pregnant at any time, they need to be capable of producing healthy babies. This means eat the right foods, get plenty of rest, exercise daily, and also leave off all drugs that are not prescribed by the doctor.

The stage of development during the first year of life is called **infancy**. During the first few months of infancy, children react automatically through **reflexes**. Their movements are not calculated--they just happen. Motor development of children then begins to develop and follows a sequence. They can first move the head, then the trunk. They wave their arms before they learn to use their hands. They wave their legs before they gain control of their feet. Normal infants can hear from birth. Thus, hearing is not a developmental task. Those stages of development which must be learned when the body has developed sufficiently to perform the tasks involved are called **developmental tasks**. Some examples of developmental tasks are walking, talking, and drawing. These tasks require the use of large muscles and are referred to as gross motor skills. The ability to get the eyes and muscles to work together to make complex movements is called **fine motor skill** development. An example of fine motor skill development is the ability to see a small object, pick it up and drop it into a box, put it through a hole, or lay it on a similar shape. Most children learn fine motor skills during the **toddler stage** of development.

Do you know a child who has developed differently from that described above?

Does his/her development seem normal?

Barbara noticed that her nephew Kiker was a little slow in developing **gross motor skills**. Name several toys Barbara could have given him for his birthday to promote gross motor development. Suggest toys for a child who needs to develop fine motor skills.

When children are around **three years old,** they begin to develop an understanding of abstract concepts such as "more" or "soon." They learn that "wait a minute" means longer some times than others.

Play is important to children. Play provides a rich learning environment. Play is their way of learning to relate to others. When children in a group play with their own toys, but relate very little to one another, they are said to be involved **in parallel play**. (This means they play side by side, but not together.) As they grow and develop, children begin actually playing together. This is called **cooperative play and usually begins during the preschool stage of development.**

Personal assessment: I completed the activity above, or approximately _____% of the assignment. (To determine percentage, **divide** the number of items **completed** by the **total number.**)

What skills have you learned from this activity that can help you be a more effective caregiver of **young family members?**__________

Do any of these skills apply to older family members as well?____

What about aging grandparents?________________________________

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT D: CHILD DEVELOPMENT

COMPETENCY: 9.00 Analyze growth and development of children from birth through preschool. (11)

OBJECTIVE: 9.02 Predict how the social development of children is affected by relationships with significant others. (3)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________

THE SIGNIFICANCE OF SIGNIFICANT OTHERS

Who are the "significant others" in your life?

What contributions have significant others made in your life?

People who are emotionally close to you and wield a big influence on you are known as **"significant others."** Some significant others in the lives of most people could include parents, brothers, sisters, other relatives, baby sitters, day care workers, and other teachers. One of the most important contributions of significant others in your life is the **unconditional love** they give. Unconditional love keeps on loving in spite of what you say or do. This is a highly desired characteristic of parental love or the love of primary caregivers.

Bonding with a parent or caregiver means having a strong feeling of belonging to each other. Holding babies close and making them feel secure while nursing promotes bonding between mother and baby. Holding babies close, cuddling them, and talking to them also promotes bonding.

It is never too early to begin talking and reading to children. Both talking and reading help to increase a child's language skills. A book of nursery rhymes is appropriate for an infant. Lullabies are good for singing. The rhythm of nursery rhymes and lullabies is soothing to emotions while language skills are being taught.

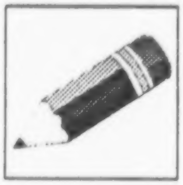
Do you remember someone reading, singing, and talking to you as a young child?

How did you feel?

Do you ever have an opportunity to read, sing, and talk to young children? Do you sieze that opportunity?

One of a very young baby's first signs of social interaction with others is smiling. They smile at everything. A child can first distinguish the difference between friendly and angry voices around five to six months of age. The way children are disciplined helps to shape the way they see themselves. A child who hears friendly voices and receives approval at home will likely develop a positive self-image and relate well to other people. A child whose early experiences involve a great deal of anger and disapproval will need opportunities to interact with happy, approving people before they develop a positive self-image.

Children **need and want** limits set for them. They feel more secure when they know what to do and what not to do. They also like to do things for themselves. Parents who do everything for their child and never allow the child to fail at a task prevent the development of **independence.**



Discipline is an important family skill that impacts on the social and emotional development of children. Place a check beside each of the following adult behaviors that will help children feel more secure in their relationships with others:

DISCIPLINE

______Set rules
______Communicate rules, expectation, and consequences
______Follow rules
______Separate person from the act
______Listen actively before acting
______Reach agreement on appropriate discipline
______Explain reason for punishment
______Administer rational discipline and reaffirm love
______Maintain self-control
______Anticipate your response
______Know when to withdraw from a situation
______Provide spiritual guidance
______Be firm
______Show compassion
______Be consistent
______Follow through
______Be flexible
______Be fair
______Encourage positive self-esteem
______Provide incentives
______Set high standards
______Serve as a good role model
______Practice non-violence
______Forgive and forget

Personal assessment: I completed (all/some/none) of the assignment above, or approximately _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to be a "significant other" to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT D: CHILD DEVELOPMENT

COMPETENCY: 9.00 Analyze growth and development of children from birth through preschool. (11)

OBJECTIVE: 9.03 Determine why play is an important part of a child's social/physical/emotional/mental development. (4)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ____

PLAY HELPS CHILDREN GROW SOCIALLY, PHYSICALLY, EMOTIONALLY, AND MENTALLY

Think of play activities you enjoyed as a child. Tell how you benefitted from play.

Play is very important to the development of children. When children play with others--both young and old--they learn ways to interact socially. They learn skills needed in getting along with others. One good way to encourage **social development** among preschoolers is to give them dress-up clothes such as hats, shoes, dresses, pants, and shirts. When they dress up, they can act out social activities and learn through "drama" which behaviors please and which ones are intolerable to their playmates. Through play activities such as running, jumping, and climbing, children grow and develop their **large muscles**. Play materials such as puzzles help a child **develop fine or small muscles**. Development of both large and small muscles is important to **physical growth**.

As children play, they **succeed** in some tasks while **failing** in others. They play cheerfully sometimes and not so cheerfully at others. They learn to handle their feelings and cope with unpleasant situations which aid **emotional development**. While a very young child may not willingly share toys and take turns, a preschooler is ready for the social interaction that sharing and taking turns provide.

Why is it important to allow children to succeed and fail? to work out their own play ground problems?

Emotional development involves feelings. It is necessary that every child feel important. Caregivers can encourage emotional growth by planning techniques to make each child feel equally important. This is one trick Timmy's first grade teacher used:

Teams were being formed in the class for a game of dodge ball. The teacher gave each student a team number rather than allowing team captains to choose numbers. Since she knew that children who were the last to be chosen would feel less acceptance, she wanted to avoid the feelings that accompany that situation.

Annie, a parenting and child development student, is also conscious of emotional development. She is organizing a game of soccer among a group of preschoolers her class invited over for a caregiving activity. In order to encourage positive emotional development, Annie will emphasize the fun of the game rather than winning and losing.

Play promotes **mental growth**. Children learn number concepts when they notice that Mike has two dogs and Patsy has one. They learn colors, and they also learn relationships between colors and objects. For example, grass is green, but flowers are seldom green. Asking a five-year-old to sort blocks of different colors encourages mental development.

Varied play activities help children grow in many ways. That is why the most important factor to consider when choosing a toy or an activity for a child is the **age of the child**. Toys and activities that are too easy for a child produce little stimulation while toys and activities that are too difficult produce frustration more than actual growth.

Children like to imitate others in play activities, which is called **role-playing.** For example, Walt, a preschooler, likes to wear a white coat and pretend that he is a doctor. Suzanna likes to pretend she is a cheerleader like her older sister. Johnson likes to pretend he is an auto mechanic like his dad.

THINK ABOUT IT!

What would a child do who role-plays you? What would a child do who role-plays your best friend? Which behaviors would you want to see a small child role-play? Which behaviors do you need to clean up a bit before you become the kind of role model you wish children to imitate?

Personal assessment: I completed (all/most/none) of the activities above, or approximately _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

What skills did you learn from this activity that can help you be a more effective **family member?**

What skills did you learn from this activity that can help you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT D: CHILD DEVELOPMENT

COMPETENCY: 9.00 Analyze growth and development of children from birth through preschool. (11)

OBJECTIVE: 9.04 Give examples of ways children learn responsibility. (2)

(FOR TEACHER USE)

TIME: ____________________ Minutes/Hours

RESOURCES: ____________________ Page Nos.____

RESOURCES: ____________________ Page Nos.____

MEDIA: ____________________

LEARNING RESPONSIBILITY

Why is it important to begin teaching children to assume responsibility at an early age?

What would you want your younger sibling or your own children to be responsible for by the time they reach their teens?

The best way to teach any behavior is to model it. Children learn best through **watching the behavior of adults.** Since children learn from adults, it is important that adults **set a good example.**

The Oldfields gave a small weekly allowance to each child to help teach money management. Items the children **wanted** were to be purchased from their own allowance. Small items could be purchased each week, or savings could be allowed to accumulate until enough money was saved to make a larger purchase. Everyone in the family was usually saving toward a special goal, and they frequently discussed progress at mealtime. When a goal was reached by a family member, they all celebrated his or her success.

The Greens used a star chart to keep track of household chores completed by each family member to help teach responsibility. When children see adults work to earn stars, they begin to recognize that accomplishment is important to adults also. Most children **try to be** like the adults in their lives.

A star chart may be difficult for some families to use to keep track. What are some other ways this can be accomplished?

Some tips that will help you **teach responsibility** include:

. **Say the same thing** each time a rule is broken. **Consistency** is important when working with children.

. Remember that disappointments and failures in the life of a child **help the child** learn to cope with life's problems. While it is sometimes painful to observe their disappointments and failures, these experiences may still present positive learning experiences.

. **Telling the truth** is a responsibility. One of the biggest reasons children lie is to **prevent punishment**. Avoid statements that will encourage a child to lie, hoping to stay out of trouble.

Children are **encouraged** to continue appropriate behavior when they **receive positive reinforcement** for responsible actions. For example, eleven-year-old Nancy has just assumed responsibility for cleaning the kitchen after dinner. When Nancy's mother checked the kitchen, she found one pan not washed and the milk sitting on the counter. Otherwise, the kitchen looked great. Nancy's mother said, "I am proud of the good job you have done!" She then gave Nancy a hug around her shoulders and a kiss on top of her head. **She used positive reinforcement.** She praised what the eleven-year-old Nancy **had done well.**

Ten-year-old Frank **refused** to put his dirty clothes in the laundry basket. Mom had nothing to reinforce with praise, but she did not **nag or complain** either. **She simply left his dirty clothes on the floor** until he had worn all of his favorite outfits. She allowed him to learn from his mistake. He was disappointed when he wanted to wear his favorite jeans and striped shirt and found both on the floor. He then gathered up all the dirty clothes, put them in the laundry basket, and asked his mom if she would launder them right away. She reminded him that **the laundry was done on Wednesdays and Fridays**. How he hated to wait another day for the clothes he wanted to wear!

Laura, the ten-month-old in the household, was learning to pull herself up to chairs and tables. She was determined to play with the decorative figurines on the coffee table. The figurines were a special gift to little Laura from her grandmother. Knowing that Laura was not quite old enough to handle them responsibly, **mother moved the figurines out of Laura's reach.**

Place a check beside each of the following **family skills** which were needed in this activity. Place a check beside those that would be helpful in the workplace. (Some will probably have two checks.) Is it true that family skills are also work skills?

ACCEPT RESPONSIBILITY

_______Know what your responsibilities are
_______Assign chores according to each person's capabilities
_______Accept responsibility for own behavior
_______Let children be children
_______Make sacrifices
_______Meet basic needs of dependent family members
_______Execute long-term responsibility without having to be reminded
_______Maintain life-long commitments

Personal assessment: I completed (all/most/none) of the activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

What have you learned from this activity that can help you be a more effective **caregiver/family member?**

What have you learned from this activity that you can transfer to the **world of work?**

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT D: CHILD DEVELOPMENT

COMPETENCY: 10.00 Communicate positively with young children. (7)

OBJECTIVE: 10.01 Determine appropriate strategies for problem-solving situations involving children. (4)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

STRATEGIES FOR PROBLEM-SOLVING SITUATIONS INVOLVING CHILDREN

What kinds of problems arise in the lives of young children? (Hint: Think of the problems you used to have.)

How can you guide children in solving the problems that arise in their lives?

The purpose of discipline is to **guide child behavior so they can develop responsibility for their own behavior.** Thus, it is usually more effective to positively guide young children than force them. Some examples of guidance that teach children self-control are as follows:

. Little Leon never hangs his coat up when he comes home from kindergarten. Mom is upset about this. She sat down to think about why Leon was slow to be responsible for hanging up his own coat. When she realized the hook was a little high for Leon to reach, she lowered it to a convenient height in the coat closet. She also lowered the closet rod where his play clothes were hanging. What a magical solution! Leon now enjoys acting grown-up. He not only hangs his coat when he comes inside but gets it off the hook when he is going outside. He is also enjoying the opportunity to choose his own play clothes since he can reach them easily. My how he has grown in his ability to behave independently and with responsibility!

. Bonita does not come when Mother calls, which makes Mom very angry. Which of the following will most likely help Bonita become a caring, responsible child?

Statement #1: "Bonita, I want you in this house right now. You are a slow poke!"

Statement #2: "Bonita, I feel upset when you don't listen to me."

Statement #3: "Bonita, get into this house right now!"

Statement #4: "Bonita, I said, 'Come here,' now! You never listen when anyone talks to you!"

PAUSE AND THINK FOR A MOMENT!

1. Which statements put Bonita down and possibly reduce her self-esteem?

2. Which statement threatens her?

3. Why is statement #2 best?

4. How do you think she will react?

. Three-year-old Alex makes a fuss at dinner and usually refuses to eat his meal. His mother could best handle this by simply excusing him from the table and leaving **the food** for him to finish later.

THINK FOR A MOMENT!

1. When Alex comes back for an apple or snack food later, he will be reminded that he can eat his dinner now. Is this fair?

2. Wonder why he refuses to eat. Is he possibly doing this for attention?

3. How would you handle the situation to promote his positive growth and development?

. Jim and John, three years old, were fighting because both wanted to play with the same red truck. Their babysitter wisely asked, "Who wants to go outside and play with the push toys?" Both boys stopped fighting, jumped up, and followed her into the yard. She had successfully solved the problem through **distraction**--suggesting another alternative.

. When behaviors are serious--even life threatening--a more direct approach must be used. Seventeen-year-old Travis found his five-year-old brother, Davis, playing with matches in the garage. Travis took the matches and led his brother to the sandbox to play. Travis used **direct physical guidance** by leading his brother from a dangerous scene to one of safety. Grandfather appeared on the scene, took Davis aside, and talked to him about playing with matches. Grandfather **explained the danger** of matches and told Davis firmly not to do it again.

. Linda wants her younger brother Jim to pick up his toys from the bedroom floor. She begins to pick them up and show him where they belong. Jim watches and then begins to help his sister. Linda is guiding Jim by **modeling the behavior she wants** from him. Is this effective guidance?

. Five-year-old Teddy refuses to stay in his child-restraint car seat when traveling in the car, but the law requires him to be in an approved seat. Common sense and a desire for safety require it also. His brother stopped the car on the side of the road when Teddy unlocked the restraining system and waited for him to return to his seat. Teddy was being disciplined by allowing him to experience the **natural consequences** of his behavior. The message was loud and clear, "If you don't stay locked in, we don't ride." Do you agree or disagree with Teddy's brother's decision? Why?

. Every time Mom asks two-year-old James if he is ready for his nap, he yells "No." She wants to avoid giving him an opportunity to respond negatively. Which of the following seems appropriate?

1. Putting him in bed without any warning.
2. Spanking him when he yells "No."
3. Giving him a choice of two books to read while he and mom "rest" on the bed.
4. Giving up on a nap for James.

. Four-year-old John is frightened by thunderstorms. His father holds him close and tells him he is safe. His mother tells him he is silly to be frightened and sends him to his room. His sister tells him that she is frightened also.

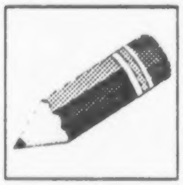
---

1. Guess who John prefers to be with during a thunderstorm? Why?

2. Assume that John is always with his mom. What impact might Mom's method of handling this fear have upon John?

3. Assume that John is always with his sister. What impact might her method of handling this fear have upon John?

4. For what reasons do you think each person handles John's fear differently?



To be able to communicate is helpful in problem-solving situations. Place a check beside each of the following skills that will help both adults and children as they work together to solve problems.

COMMUNICATE

______Talk about problems
______Listen to each other
______Respect others
______Maintain eye-to-eye contact
______Read and respond to non-verbal communication
______Communicate honestly
______Communicate truth
______Maintain self control

______Use normal tone of voice
______Communicate without manipulation
______Express oneself in a non-violent manner
______Conduct family meetings
______Encourage others to talk
______Allow free expression of feelings
______Attempt to understand each other
______Recognize and admit strengths and weaknesses
______Recognize potential problems
______Empathize
______Negotiate
______Laugh and cry together

Personal assessment: I completed _____of the 12 activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

What have you learned from this activity that can help you be a more effective **family member?**

What have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I also did the following that are related to this topic of study:

To promote the learning of responsibility, I think I would--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT D: CHILD DEVELOPMENT

COMPETENCY: 10.00 Communicate positively with young children. (7)

OBJECTIVE: 10.02 Present a caregiving activity to a preschool child. (3)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.___

RESOURCES: ______________________________Page Nos.___

MEDIA: ____

CAREGIVING ACTIVITIES FOR PRESCHOOL CHILDREN

Suggest some ways to entertain young children.

What activities do children seem to enjoy most?

Planning activities to entertain children requires skill. The age of the child is of prime importance. When you are in charge as a babysitter, a birthday party planner, or later as a parent, these tips may be helpful to you:

. When Heather babysits for Sherman who is nine months old, **with his parents approval,** she takes along **freshly laundered**, brightly colored stuffed animals, crib toys, and squeak toys which are also "squeaky" **clean**. He sometimes prefers his own toys, but usually he likes the "newness" of the toys she takes.

. Jan and Powell are newly-weds who have no children, yet many of their friends do. They want to supply a toy shelf for young guests. Since their income is limited and they cannot afford to buy toys, they fill margarine tubs with large-- too large to swallow-- colored beads. Guess what! The children love them. The bead-filled margarine tubs become rattles for very young children. They are also stacked one on top of the other to build towers. Some children count the beads while others sort them by color. Jan and Powell have realized that the bead-filled tubs offer many creative opportunities. Can you believe the same margarine tubs can become cars, trains, trash receptacles, laundry baskets, and candy shops when in the hands of creative children?

Have you ever noticed how **creative** children are?

Wonder why creativity is sometimes lost in **the transition** from childhood to adulthood?

. Jack is sitting with four-year-old Betty. She wants him to read her a story at bedtime. He has found four books: MONSTERS FROM THE FOREST, THE SWEET DREAM MACHINE, WHEN SUZIE WENT TO THE HOSPITAL, and MOM AND DAD AND THE BIG VACATION. Since he wants her to fall into quiet and restful slumber, guess which book he reads.

1. Pause for a moment and tell why or why not each of the books mentioned above would be appropriate for bedtime.

. Lauren is babysitting for her four-year-old sister Jane. Lauren wants to bake a cake. She must find something to keep Jane busy. She decides to give Jane some wooden spoons, a plastic bowl, measuring cups, and water for role play. Both Lauren and Jane bake a cake. Lauren's cake is edible, but Jane's cake is pretend. After the dishes are washed, Lauren takes a mop to get the dribbles of water off the floor. Both she and Jane have thoroughly enjoyed their activities. They sample both cakes. Jane giggles loudly when Lauren tells her how delicious her "pretend" cake tastes.

. Sometimes Lauren babysits for John, a neighbor who is four years old. He likes to role-play also. He likes it when they go outside so he can ride his tricycle. When other children are around, they usually play musical chairs. Lauren is his favorite sitter because they engage in active, physical play.

. It is a warm day in July when Sally babysits for five-year-old Teddy. Teddy is an active child who wants to play in the sprinkler, but his mom says he must take a nap. Sally also has a book to read to Teddy.

---

1. Why do you think Sally decided to let Teddy play in the sprinkler first, read the book second, then take a nap?

2. What do you think would have been different if they had read the book, played in the sprinkler and napped--in that order?

. Cheryl had to create something to entertain an infant for her child-care project. She decided on a black and white mobile that would hang over the crib. **(She was careful not to use lead paint since that is very dangerous for infants should the toy ever get into their mouths.)** The sharp contrasts between the black and white makes it easier for the infant to focus his eyes on the mobile. The movement of the mobile stimulates the infant to follow it with his eyes. The teacher was impressed with Cheryl's research and resulting knowledge of infants.

---

1. Guess what Cheryl's grade was?_____ Why?_____

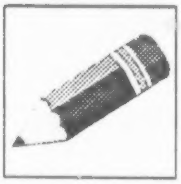
2. Write a complimentary note such as the teacher might have written on Cheryl's paper. Pass it around for others to read with the request that they correct spelling and punctuation errors, if any, for you.

. Shenita and Antonio were asked to plan a birthday party for their three-year-old niece. They wanted the party to be successful--one that three-year-olds would really enjoy. They planned to invite three other children. (They had learned that a pre-school child's age is a reliable guide in determining how many other children to include in a party.) They also decided to allow the children to play in the sandbox and wading pool. A birthday cake would be served after the active play. They planned a birthday present for their niece and party favors (wrapped like gifts) for the other children.

THINK ABOUT IT!

1. Do you think the party planned by Shenita and Antonio was successful? Why?
2. Which of their ideas do you consider creative?
3. Which of their ideas do you consider safe?
4. What would you have done differently?

Would you like to plan a caregiving activity for children? This is a good time to ask your teacher about "Little Friends"--one of the FHA/HERO Competitive Events.



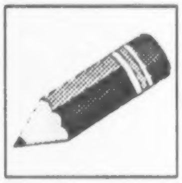
Check each of the following **family skills** that you think would be helpful in planning a caregiving activity. Place a **second check** beside those skills that you think would be valuable in the workplace. Count the number of family skills that you think are transferable (those with two checks) to the workplace.

INTERACT AS A FAMILY

______Work toward common goal
______Cooperate with each other
______Agree to disagree without revenge
______Respect each other
______Love each other
______Work as a team member
______Communicate without intimidation
______Play together
______Adapt to change
______Encourage each other
______Disagree
______Worship together
______Laugh together
______Learn from each other
______Reach out to each other
______Refrain from violent behavior
______Refrain from abusive behavior
______Recognize warning signs of abuse (physical or psychological)

Personal assessment: I completed (all/most/some) of the___activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

What skills have you learned from this activity that can help you be a more effective **family member?**



The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance.** Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Write a letter to your future children and tell them what you plan to do to prepare yourself to be a responsible parent.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT E: CONSUMER MANAGEMENT

COMPETENCY: 11.00 Analyze resources that affect consumer choices. (12)

OBJECTIVES: 11.01 Differentiate needs, wants, and resources. (2)

11.02 Investigate ways human resources are used to enhance family living. (3)

11.03 Consider personal responsibility involved in setting and reaching goals. (3)

11.04 Analyze the use of planning to manage time. (4)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

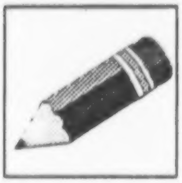
RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

MANAGEMENT IN THE SMITH HOME

Management is using what **you have** to get what **you want**. What **you have** is your resources. What **you want** is your goals. When Mrs. Smith says she wants to provide food, clothes, and shelter for her children, she has stated **goals**. To achieve these goals, Mrs. Smith must use her **resources**.



Place a check beside each of the following family skills that will be useful to those who need to learn to **manage a home:**

______Make house/rent payments
______Set realistic expectations
______Set goals
______Set priorities
______Manage time
______Prepare budget
______Prepare for emergencies
______Live within budget
______Plan for future financial security for family members
______Organize

______Prepare schedules
______Assign responsibilities
______Make decisions
______Plan meals
______Maintain clean home
______Make (basic) home repairs
______Maintain home and yard
______Respect privacy and space
______Respect other's property

Like all people, Mrs. Smith and her children have two types of resources. The first is **human resources** which include their time, energy, attitudes, skills, knowledge, and leadership. The second is **non-human resources** which include their money, material possessions (things owned), and community resources such as parks, playground, police and fire protection. Both human and non-human resources combine to make up their personal resources. **Personal resources** include the **things they own** as well as the **things they are able to do.**

The ability to manage is a unique skill which is learned through practice. Although all people have resources, the types and amount of resources vary from person-to-person and family-to-family. The ways people choose to manage their resources vary also. Available resources may even change.

Speaking of change--that is what happened to Mrs. Smith. She trained to be a licensed practical nurse (LPN) after high school, had married, and then worked in a hospital for two years before her first child was born. She did not return to work after the birth of her child, for she had always planned to be a full-time homemaker. Actually, her career choice as a homemaker influenced her decision to study nursing. She wanted to further her education after high school and thus thought nursing would be helpful in her role as a homemaker and mother.

Mrs. Smith felt she had made a good decision to study nursing. Her knowledge of health care was proving itself to be a valuable resource as she took care of "runny noses," ear infections, elevated temperatures, and diahrrea. With the arrival of her second child, she recognized this knowledge to be doubly valuable.

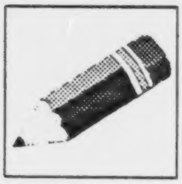
For the next five years, her life was just as she had always dreamed it would be. Her goal was to be a suburban homemaker with a working husband and beautiful children. She had already met the three big goals of her life plus some goals of lesser importance. What more could she want? Her life's dreams had come true, and she was only 29 years old.

One day her husband failed to show up at the beach to have dinner with her and the children. She called to learn that he was not feeling well. From that day through the next four months, his health deteriorated rapidly. On Christmas Eve when she traditionally did the last minute preparations for a festive holiday, she buried her husband.

Mrs. Smith suddenly found herself the breadwinner for the family. She was now owner-manager of the family business, both Mom and Dad to the children, homemaker, community member, and many other roles--more than she cared to think of at one time. Her days of gardening, garden club activities, making crafts, and casual visiting with friends had come to a screeching halt. She had been thrown into a sea of change, and the waters seemed turbulent. Her goals were definitely changing.

What advice would you give Mrs. Smith?

Do you think she can "weather this storm"? Why? Why not?



Place a check beside each of the following **family skills** that you think will help the Smiths. Place a check beside those skills that will be useful in the **workplace.** Did you find that family skills and work skills are frequently **the same**?

WEATHER THE STORM

_______Anticipate crises
_______Plan for emergencies
_______Remain focused on common goal
_______Remain devoted to the family
_______Remain committed to one another
_______Express feelings openly
_______Communicate with family members at their maturity level
_______Admit a problem exists
_______Admit failure
_______Say "I'm sorry"
_______Make restitution
_______Respect the ideas of others
_______Manage stress
_______Seek professional help
_______Provide financial support
_______Provide spiritual support
_______Seek guidance through your religious beliefs
_______Provide emotional support
_______Be a friend
_______Reaffirm love
_______Forgive and forget
_______Take care of yourself
_______Deal with problems without violence
_______Allow for cooling-down time
_______Confront abuse problems
_______Report abusive behavior

Important **goals** are usually determined by a combination of **needs, wants, and values**. Thus, all goals are not of equal value. Those essential goals take **top priority while** other goals less needed, wanted, and valued are **prioritized** at a lower level. To take responsibility for their lives, people need to look at and prioritize their goals in terms of the lifestyle they hope to achieve.

How can Mrs. Smith prioritize her goals? She must **rank them in the order of importance**. A careful examination of her necessities will help her decide which goals are most important. These must be her priorities for they are the goals on which she will concentrate.

She knew that **basic needs** would have to be addressed first. She and the children would need food, clothes, and shelter. Like most families she had enough food in the cupboard for a few days. They all had clothes, but the children would soon outgrow theirs. House payments had to be made monthly. Time that she had previously invested in the children's mental, emotional, and social development would now need to be divided to provide for their **physical needs**. Unfortunately, that was not the whole picture. It was more complex than that because each member had things they also **wanted.**

What is the difference in **wants** and **needs**? A need for any student would be **enough sleep to be alert at school.** A want for an older student might be **use of the family car.** Being able to tell the difference between needs and wants helps people **make better decisions.** However, needs and wants can be closely related. For example, when Mrs. Smith took the boys to the pizza parlor for lunch one Saturday, Burch ordered a pizza while Bryan ordered a salad. Both Burch and Bryan fulfilled their **need for food** by ordering what they **wanted to eat.** Peer pressure can also influence wants. When several of Burch's friends joined the swim club, he wanted to join so he too could swim. His mom had to say, "No." She could not afford the cost of membership nor could she arrange transportation for him.

Bryan, on the other hand, was gaining a little too much weight. His desire (**want**) to lose weight was rapidly becoming a **need.** Mom knew she could help both boys by buying a basketball. By **actively playing basketball** in the back yard--at no additional cost--both boys would get exercise which they needed. The active play would help Bryan burn up extra calories to aid in weight control, and, hopefully, Burch's friends would enjoy coming over to play basketball with him.

Some goals are **short-term,** which can usually be accomplished in a few hours or a few weeks. Going fishing with Granddad on Saturday was a short-term goal Burch had on his mind all week. **Being a good friend** is an example of a **continuous** goal. You expect to be a good friend **today** and for the **rest of your life.** Never had Mrs. Smith had a greater need for good friends. She needed people to encourage her--to make her really think she could handle the tasks ahead and the adjustments she must make. Right now Mrs. Smith's **long-term goals** were frightening when she thought of accomplishing them as a single parent.

Going to college is one example of a **long-term goal** for many people. Mrs. Smith was a licensed practical nurse, but she knew very little about tax laws and financial records for the business she was now managing. One of her goals had to include some business courses so she could better keep the business financially stable.

Mrs. Smith was fortunate in that she lived in a town with both a university and a community college which gave her two options to consider for furthering her education. After careful thinking, she chose to enroll in two evening classes at the community college. This posed an important question of child care. Who would take care of her boys--supervise their homework, baths, and other evening routines? With all the new responsibility she needed help. She decided to accept an invitation to live with her in-laws, for she knew they would help care for the boys. This would help her accomplish an immediate goal even if it only lasted for one academic quarter. She knew that even the best long-term goals change somewhat. Most long- term goals need to be adapted over a period of time. **When you have a long time to reach a goal, you usually have more options available to**

help you reach it. Since the Smiths did not have a long time to reach their goals, they would have to settle for immediate options.

Mrs. Smith knew the best way to accomplish long-term goals is to **break them down** into a series of short-term goals. When all short-term goals are accomplished, the long-term goals will also be achieved, or at least foreseeable. This simple plan could keep her focused on the long-term goals of providing for the basic needs of her young family.

To make the best use of her time, Mrs. Smith learned to **dovetail** tasks. For example, she liked to spend time with her children when she came home from work, but she also had to serve dinner so she could get to class on time. Thus, she prepared food before she went to bed in the evening. In this way she could come home from work, **put the food in the oven, set a timer to go off when it was ready, and then give her undivided attention to the children** while their meal was cooking. They then ate together and finished talking over the day's activities. The children enjoyed spending this special time with their mom each day. Mom enjoyed it also, but she did not relax as much as they. She used the time to observe her children and determine how they were handling all the change in their young lives. While providing for their physical needs was most basic, she did not want to ignore their emotional, mental, and social needs.

The most difficult time of day for all the Smiths was early morning. That is when Grandmother, Granddaddy, Mom, Bryan, and Burch were all trying to get breakfast and get to "work" on time. Yes, even the young Smiths were going to "work"--for school was considered their job. They discovered quickly they could help **avoid an early morning hassle by choosing their clothes for school the night before.**

Can you suggest other timesavers for this family?

Another potential hassle was keeping up with family schedules. The Smiths decided to **keep a family calendar** where important activities were posted as far in advance as possible, but daily routines such as feeding the pets were not posted. Bryan's plan to attend drama club meetings and Burch's plan to attend little league practice **did** appear on the family calendar.

Everyone was adjusting to the new routines as well as one might expect. In the rush of it all, however, a few weekly goals were sometimes forgotten. The Smiths decided to establish a **weekly plan** for accomplishing important goals. This is called **a schedule.** Each family member would need to contribute some human resources to help meet family needs. They especially concentrated on use of **human energy**, a resource that is available to us in limited amounts. **Poor management of human energy can, however, lead to fatigue and stress.**

In early February Mrs. Smith received an invitation to join the former neighbors for a Valentine banquet. She had missed living in the neighborhood and really looked forward to seeing all of them again. She certainly did not have either time or money to shop for a new dress. **Looking in her closet, she found an old dress** in perfect condition. It certainly was not the latest style, but it would be suitable.

Time flew during some periods and crawled during others, but Mrs. Smith and the boys stood the test of time--they adapted, they changed, and they survived the loss of their husband, dad and breadwinner. Everyone assumed responsibilities and learned to do things they didn't know they could do. They honestly earned their status known as "survivors." They didn't have all of "the latests," which probably made them resourceful by necessity, but Mrs. Smith could see as the boys approached their teens that she had a very creative family.

Bryan needed a haircut. The last time his hair was cut he was unhappy with the way it looked. His mom trimmed it a little for him, and it looked much better. Now it was time for another haircut. He first considered going back to Waves Hair Salon **from force of habit**, but then he remembered that Mom had really improved the looks of his haircut last time. He decided to ask his mom to cut his hair again and save $8.00, which would help conserve family resources as Bryan recognizes how hard his mom works to make ends meet.

Bryan has grown so accustomed to his family's style of management that he is sometimes amazed at his friends. Take Joseph, for instance. Joseph complained, "I paid $20 for a bike at a garage sale, and I spent $30 on parts to fix it up. After working for hours, I have now discovered the frame is bent. It will never work right! Why, oh why, did I not better evaluate that bike before I bought it? I have wasted $50 and hours of my time."

How would you rate Joseph on management?

Pause for a moment and **role-play** this situation showing different comments Bryan might have made to Joseph. Evaluate each role-play in light of what would help the situation? make it worse?

Give some examples of poor management that you have observed.

Then there is Brad who could not decide if he wanted to play baseball for the local league. Brad likes to play ball, but it ties up all his Saturdays. He kept letting time slip by, and now it is too late to sign up. Actually, Brad made a decision--by **default.** He decided **against** playing baseball by not actively **deciding to** play baseball. Now he is helping with the county fair which will be over in three weeks.

Maria and Beatrice agreed to prepare 1,000 tortillas to sell at the county fair. The morning of the fair they only had 400 tortillas made. Maria said, "Beatrice, we agreed to do this." Beatrice added, "They are counting on us." They pooled their babysitting money, and guess what they bought!

But what went wrong? They overlooked an important concept known as "goal management." **They should have broken their big goal into a series of smaller goals to tackle on a daily basis.** For example, they could have set a goal to make 200 tortillas a day for five days with Friday as the deadline to finish. That way they would have had 1,000 tortillas by their target date. It is important to set and reach several **deadlines** in goal management. In that way they would have allowed Saturday morning to cover any last-minute emergencies. It is a good idea to allow a little time to do the **unanticipated things** when a big project is planned.

APPLYING DECISION-MAKING SKILLS

Do you sometimes wish you could have the things you want? That may be possible if you are willing to develop some important skills. Let's see how you can make your dreams come true!

First, you must know **what** you want. What you want is called **goals**. A goal that is within the capabilities of the person setting the goal is known as a **realistic goal**. When establishing goals, it is important to be well-informed and to consider **your personal strengths and weaknesses.** You will have to decide which goals are realistic for you and which ones are unrealistic. It is probably more realistic for most people to plan to be a successful teacher than a successful actor or actress, for example, because there is a demand for more teachers than actors and actresses. This thought is based on the law of **supply and demand**.

Place a check beside each of the following **family skills** that will help insure sound decision-making. Place a check beside those skills that will aid decision-making in the **workplace.**

MAKE DECISIONS

_______Research situation
_______Share decision-making with other family members
_______Communicate
_______Read and respond to non-verbal communication
_______Reason
_______Disagree
_______List pros and cons
_______Discuss alternatives
_______Discuss possible outcomes
_______Compromise
_______Consider long-term consequences
_______Allow for failure
_______Delay gratification
_______Reach a consensus
_______Set priorities
_______Set short-term and long-term goals
_______Reward good decision-making
_______Ask for help
_______Seek guidance through your religious beliefs
_______Follow through
_______Clearly communicate decisions

SHORT AND LONG-TERM GOALS

Goals are usually divided into **short-term goals** and **long-term goals**. Short-term goals can be accomplished today, this week, or this month. Long-term goals take more time such as six months, a year, or several years. By listing your goals and deciding which ones are short-term and which ones are long-term, you can make **immediate** gains that are related to the big goal. Let's practice for a moment!

Jennifer's long-term goal is to take a trip to Mexico. In order to help reach her goal, she established some short-term goals which are listed below. Which of the following short-term goals **will not** contribute to her travels to Mexico?

A. She plans to study Spanish in school.
B. She plans to vacation in Alabama this summer.
C. She plans to earn money by working at a fast-food restaurant this summer.
D. She plans to read books about Mexico and low-cost ways to travel.

Using Jennifer's example, can you see that by setting and achieving a number of short-term goals, you are more likely to reach a long-term goal?

Sam has the following goals. Which is a long-term goal?

A. Buying a pair of jeans.
B. Getting an after-school job.
C. Going to college.
D. Watching his favorite television show.

Which of Sam's short-term goals will perpetuate his long-term goal?

Like Jennifer and Sam, most people have a long list of goals. It is important to learn to **prioritize** goals--or rank them in the order of importance. Setting priorities will help you decide which tasks should be done first, second, and so on.

Ivan has the following on his "to-do" list. He is thinking in terms of priorities. Some tasks will likely have deadlines. Others can be done as time permits. Which of the following tasks is most likely to have a deadline?

A. Doing a history project.
B. Reading a magazine.
C. Working on a computer game.
D. Writing a letter to a friend.

Please prioritize this list for Ivan. Do you need more information? If so, what information is needed?

EFFECTIVE TIME MANAGEMENT

When goals are established and priorities are determined, you must **manage your time** so you can work toward that which you want. Some "tools" that will help you manage time are a **calendar, a time schedule, and a "to-do" list**. These tools, when used, can help you complete tasks in the expected amount of time. Do plan ahead and work ahead so you will not be tempted to make up for time lost through lost sleep at the last minute.

One useful time management technique is to **dovetail** tasks, which means doing two things at once. For example, Alex cleans his room while memorizing his poem for English class. Alas, his room is clean by the time he finishes the memory work. Many professional people, including physicians, use this technique to practice life-long learning. They listen to tapes as they drive to work. Many do their writing as they ride on a train or airplane. Look around you the next time you use public transit and notice how people use commute time.

Procrastination means putting things off until later, which is not a valid time management technique. People who really want to accomlish their goals avoid this plague. Of the management problems described below, who is the procrastinator?

A. Joe is unable to complete his "to-do" list for today.
B. Miriam forgets her drama club meeting.
C. Pat keeps putting off cleaning out his closet.
D. Zeke loses the history report he worked on all week.

Look again at the students above. Who needs to keep a calendar? Who needs to become more organized? Who is probably the best manager? Who will most likely reach established goals?

"Time out" is a good management technique. This means pausing and thinking things over--taking a break or evaluating your progress. "Time outs" vary in length, but important discoveries can be made when this time management practice is used. You will usually return to your task refreshed and ready to work again.

How does all of this apply to setting those long-term goals known as career goals? To set career goals, you should think about the lifestyle you wish to lead. What will be needed to support your desired lifestyle? One young girl said, "I don't want to work for a lot of money. I want a small house--a bedroom for each child--and time to spend with the people I love." A young man said, "I want a pick-up truck camper, so I can take my wife and children on camping trips." Another young man said, "I want to be like my uncle. He works out-of-doors a lot.

He makes a living doing the things he really likes to do. His income supports the family needs with a little left for travels. That is my idea of "the good life."

Whatever you see as "the good life" can be sought by goal setting, prioritization of those goals, and management of your resources. When carefully planned, short-term goals add up to long-term goals--or that place you hope to be five, ten, or twenty years from now. It is important to be willing to take one step at a time. That is how successful people reach their pinnacle--one goal at a time.

MANAGEMENT IN THE GROUP HOME

People had reached out to Bryan's family as they had adjusted to his father's death and their new lifestyle. He himself was now ready to reach out to others. He decided to be a teen volunteer in a group home nearby. When he offered to participate in group therapy sessions, the housemother accepted his offer. He really enjoyed getting to know the teens who lived there. Each person had come to the group home for a different reason. They appeared to be a good group of teenagers who just needed an opportunity to make a new start. Most had come from dysfunctional families and had lacked good **role models**. They needed caring people to encourage them as they attempted to smooth off the rough corners of their lives.

Chung Li, who lived there had come to the United States with his refugee parents and ended up in our town through a series of unfortunate circumstances. He was grateful to have a home--any home, and this group home was a haven of joy for him most of the time. Several community organizations provided gifts for residents of the group home. When a record player came in, Chung Li wanted it for his own. One day Chung Li's record player seemed slow. Although he knew nothing about record players, he decided to take it apart and try to fix it anyway. Something snapped and parts flew everywhere! Poor Chung Li was almost in tears. The record player and a few clothes were all he could call his own. Now the record player was probably gone. Bryan talked with him about **the advantage of identifying his skills and limitations.** Had Chung Li first taken an **inventory of his human resources**, he would have known that repairing record players was **not** one of them. He took on a project that he did not know how to handle. The whole gang was feeling sorry for him, but no one else had a record player to share.

What do you think of the way Bryan talked with Chung Li about the record player? Should Bryan have **praised** Chung Li for trying to repair the record player? Or, was Bryan a true friend by discussing his error openly and honestly?

Everyone in the group home was encouraged to set personal goals. Jane was feeling too depressed at first to care about goals, and her first report card showed it. The report was dismal. When the gang asked Jane what she was going to do, she said, "I am going to **bring my math and history grades up to a B this six weeks."** The whole gang clapped at once. Jane had at last **stated a goal**! They knew that Jane was beginning to feel better about her life.

Lynn had moved into the group home this year. The rules are rather strict--by her standards. Lynn's teacher called again. Lynn can never seem to get all her homework done because she can not remember what the assignments are. The housemother who is trying to help Lynn improve her planning, **gave her a special notebook just for recording homework assignments.**

June, a student in an advanced literature class, has a problem with time management. She must read and write a book report every nine weeks. She loves to read and has no problem getting the novel read. Yet she never gets the report written on time. In her last therapy session, **the group advised her to set deadlines for both reading the book and writing the report** each nine weeks. When she conforms to her deadlines, she can get her assignments in on time.

Jim has a good mind, but he is very unorganized. He would lose his head if it were not attached! He does his homework every night, but often misplaces it. He frequently loses points when he is unable to find the work he has prepared. To solve this problem, Jim is going to **divide his notebook into sections with index tabs. With a section for each of his courses, he will keep all work in the appropriate place.** If he still has trouble finding his work, he will have to look through only one section when something seems lost. If he will practice his plan to become organized, in time it will all become habitual to him. It really does take time to unlearn old behaviors and acquire new ones.

Jeremy has a learning disability. He has also been in the group home the longest. He was recently allowed to take a paper route to earn money for a really exciting ski trip. He quit the paper route when he thought he had enough money for the trip. Now he has learned the trip will cost $50 more than he has earned. Jeremy still wants to go on the trip. He can **take these new circumstances into account** and find a way to earn the additional money, or he can forget the trip. Which do you think he will do? The whole gang wants him to go because he has been so thrilled about learning to ski.

Leslie started out the new school year in high spirits. Wanting to make new friends and become popular at school, he joined four clubs and two teams. Now he is feeling stressed out because he does not have time for all of his activities. Jim realizes that he failed **to form a workable plan**. His plan included too many activities to make it work. He is now trying to determine a responsible way to relieve himself of some commitments, but that is not easy in midstream. He remembers the words of his grandpa, "Choose one major and one minor outside activity each year. That's all a person can handle along with routine responsibilities." Now he recognizes his grandpa's wisdom, but how can he apply it he wonders. He certianly has learned from this mistake.

How can Leslie **handle the situation** in which he finds himself?

How can Leslie handle the situation **responsibly**?

What is the **difference** in the two suggestions you gave for Leslie?

Leon is just too busy to keep up with his school work. His grades are falling, and he does not want the housemother to be upset. He hopes to solve the problem as soon as possible. He decided to talk it over with Tammy, and together they decided which activities are taking too much time. He knows he has been talking on the phone a great deal lately, which causes him to waste time. Since passing next week's biology test is a fixed goal for Leon, he will limit all phone calls to three minutes for starters.

Tammy is probably the most creative kid in the group home. Everyone is spellbound by the things she comes up with. Her favorite pair of jeans still fit her, except they are just too short. She decided to recycle them. First, Tammy cut off the legs and made a yoke out of the top part of the jeans, including the waistband, zipper, and pockets. Next, she sewed a piece of printed fabric to the yoke to make a skirt with a new look. Tammy designed a tote bag from one leg of her jeans. She drew her initials on the front of her bag and embroidered them in bright colors. She cut the second leg into small squares to make a patchwork pillow for her bed.

At Easter Tammy combined her creativity and leadership skills to organize a family Easter egg hunt for the teenagers in the group home. A plastic egg that opened was provided for each participant. On a slip of paper each person wrote a special service they were willing to provide. The paper was signed and slipped into the egg. Tammy's slip of paper read, "I will help review for tests." Chung Li's slip of paper read, "I will help you cut off old pants to make shorts--hemmed or unhemmed." Jeremy's read, "I will help you complete job applications, if you decide to work this summer." The services offered were numerous. Each person volunteered to share a special talent with the person who found the egg in which the message was hidden. This encouraged them to work together even more and get to know each other even better. Of course, Bryan was invited to participate.

He had come to seem like a member of the home anyway. The Easter egg hunt was a big success. Neither Bryan nor Chung Li found an egg, but June and Jeremy found two eggs each. Sharing was not necessary, for Tammy had covered that possibility in her plan. **She had prepared extra eggs.** The housemother, Mrs. Dorman, was helpful too. Extra slips of paper stated, "Tell Mrs. Dorman your favorite food. She will have it on the menu within the week." You guessed it! Before the week was over, the group enjoyed **egg drop soup** one day for lunch. The next day **deviled eggs** were on the menu, and Bryan was a guest for lunch. Deviled eggs are an Easter tradition at Bryan's house. After the egg hunt and feasting on hard-cooked eggs, his mom makes deviled eggs and egg salad from the leftovers.

Did you notice that Chung Li "sort of" borrowed Tammy's good idea when he offered to help cut off pants to make shorts? After all, it was Tammy who first started redesigning jeans.

Has anyone ever used one of your good ideas as a "spin off"?

How did you feel? Did you accept the compliment, or were you offended? How do you think Tammy felt?

Wonder why Jeremy who has a learning disability offered to help complete job applications. Do you think he is competent to do that? What do you know about learning disabilities?

All the residents in the group home encourage each other to be the best they can be and to do the best they can do. **When the tendency to put things off--called procrastination**--arises, they try to work together. They are serving as energizers for each other. They help each other remain focused on their goals. They have learned that **managing their resources successfully can and does affect their self-concept**. When they manage successfully, they feel better about themselves. And speaking of feeling better--they were all "down" when they arrived at the group home, but now they smile as they recognize how much they have come to mean to each other. They know they are learning to provide most of those things that families provide for their members.

Ever disagree about things? Of course, all families disagree sometimes, do they not? Conflict is minimal, however. We all try to see issues, not only from our personal point of view, but also the points of view of others. Mrs. Dorman has helped us greatly with that. One sure way to get a warm hug from Mrs. Dorman is to show that you respect--even when you do not agree with--the views of others. We are even learning to eat each other's favorite foods.

Plans for the future? No, but now that we have learned to cope with the present, we are ready to begin learning purchasing practices and exploring work opportunities.

Everyone **needs** to know they are loved and valued by others. Place a check beside each of the following ways to **express love** that you have observed in the group home.

_______Sincerely say "I love you"
_______Give hugs
_______Give kisses
_______Be there for each other
_______Give time to each other
_______Talk to each other
_______Listen to each other
_______Express feelings
_______Accept each other
_______Set limits
_______Provide assistance to family members
_______Compromise
_______Do fun things together
_______Stay in contact with each other
_______Send cards or notes
_______Plan special days
_______Plan surprises for family members

Suggest some **appropriate ways** to express those measures of love that you did not observe in the group home such as "Sincerely say 'I love you.'"

Personal assessment: I completed _____of the___activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT E: CONSUMER MANAGEMENT

COMPETENCY: 12.00 Evaluate effective purchasing practices. (13)

OBJECTIVE: 12.01 Assess purchasing practices that aid consumers in the marketplace. (4)

(FOR TEACHER USE)

TIME: ________________________________Minutes/Hours

RESOURCES: ________________________________Page Nos.____

RESOURCES: ________________________________Page Nos.____

MEDIA: ____

EFFECTIVE PURCHASING PRACTICES.

Mrs. Dorman announced that one of her "mothering practices" is to see that all "the Dormans" know how to make wise purchases. "There are nine of you and one of me," she laughed." If all of you become 'boomerangs' and come back home--as many children do these days--we will live in 'the poor house' together. I want you to learn effective purchasing practices now that you can adapt and use the rest of your lives," she added.

One member of the group responded, "Do parents help their kids the way you always try to help us?" Chung Li said, "I think some families take each other for granted and assume that members will learn a lot of important things such as purchasing practices and sexual behaviors through osmosis." The group nodded a firm "Yes."

"Mrs. Dorman always smiles and sits up a little more erect when we compliment her," chided Leon. "While caring for us is her paid employment, the mothering she adds seems to come from her deep sense of love for us."

"Mrs. Dorman, you certainly are one of those people who **stage yourself for success** because you go beyond the "call of duty" as you perform your services. Since we are supervised by the Board of Trustees, do they know about all you do for the people in this home?" inquired June.

Mrs. Dorman smiled and said, "Thank you for your kind words." (She was blushing.)

Do you compliment people who do their job well?

How do they respond?

How should people respond to compliments?

Mrs. Dorman had prepared handouts for the young people which required them to make consumer choices. She distributed them saying, "The correct responses have been **highlighted**. Your task is to review the items and **tell why** the highlighted responses are correct." The group agreed to be prepared to discuss them after dinner on Thursday Night. The handout included the following questions. See if you can complete Mrs. Dorman's assignment.

Mrs. Grant is trying to determine which is the most economical package of dog food to purchase. The supermarket shelves provide the following information:

Brand A			**Brand B**		
$1.69	**$4.79**	**$16.99**	**$1.83**	**$2.72**	**$12.20**
12 oz.	**36 oz.**	**180 oz.**	**15 oz.**	**32 oz.**	**200 oz.**
.14/oz.	**13.3/oz.**	**9.4/oz.**	**12.2/oz.**	**8.5/oz.**	**6.1/oz.**

1. Which package of dog food would be the least expensive for Mrs. Grant to buy?
   A. Brand A, 36 oz. @ 13.3/oz.
   B. Brand B, 15 oz. @ 12.2/oz.
   C. Brand A, 180 oz. @ 9.4/oz.
   D. Brand B, 200 oz. @ 6.1/oz.
2. If Mrs. Grant only needs dog food once a year when her sister comes to visit for a weekend and brings her little dog, which package would be best for Mrs. Grant to purchase?
   A. Brand B, 200 oz.
   B. Brand A, 180 oz.
   C. Brand B, 15 oz.
   D. Brand A, 36 oz.

Jane is purchasing a dressy blouse for the dance next week. She has narrowed the selection to the following:

Red Blouse/Brand A	**Blue Blouse/Brand B**
100% pure silk	**60% cotton, 40% polyester**
Beautiful styling and color	**Lovely styling and color**
Dry Clean Only	**Machine Wash/Hang to Dry**
$29.49	**$29.99**

3. Jane wants to choose the most economical blouse to own. Which will she choose?

   A. The red blouse because it costs less and is pure silk with a good feel.
   B. The red blouse because she loves pure silk regardless of cost.
   C. The blue blouse because the total cost (original and upkeep) is less.
   D. The blue blouse because of the good color.

4. For which product would it be most important to get the salesperson to give you a chance to try the product yourself?
   A. Portable radio
   B. Dining room table
   C. Blender
   D. Refrigerator

5. Which of the following would least likely be a bargain at an end-of-season sale?
   A. Winter pajamas
   B. Swimsuit
   C. Designer shirt
   D. Classic scarf

6. If you were buying pants for a two-year-old child, which of the following would be likely to be the most important consideration?
   A. Elastic waist
   B. Low cost
   C. Designer label
   D. Durability

7. Grocery shoppers are most likely to make impulsive decisions to purchase an item if it is located:
   A. In the center of the aisle
   B. At the back of the store
   C. On the top shelf
   D. Near the cash register

8. Purchasing items from a TV shopping program prevents the consumer from:
   A. Comparing items with others similar to it
   B. Seeing the item in detail
   C. Knowing the price of the item
   D. Returning the purchase

9. If the same product is found at several stores, you should probably select the store with:
   A. A line of good and pricey products
   B. Inexperienced, but courteous clerks
   C. A reputation for fairness and reliability
   D. A reputation for making speedy deals

10. For someone with a limited amount of money to spend, which is usually the best buy?
   A. A cut-up chicken
   B. A whole chicken
   C. Skinned and boned chicken breasts
   D. A package of frozen fried chicken

The group found Mrs. Dorman's assignment rather easy and enjoyed comparing their ideas when they discussed them. Mrs. Dorman asked, "Why do some people not follow these principles when they shop?" After a little thought, the group decided that many people just want to take the first thing without bothering to **think** about their purchases.

Tammy, who always thinks about recycling, had found an article in one of her magazines. She brought it to share with the group. See if you can tell which of the statements are **true.**

1. Many products such as packing boxes are made from recycled paper.
2. Christmas trees are recycled by some towns and cities into mulch for their parks.
3. Aluminum cans are most frequently recycled into parts for automobiles.
4. Newspapers can be recycled into newsprint or garden mulch.
5. Plastic soda bottles are recycled into new soda bottles and other plastic products.
6. Clothes that no longer fit can be recycled through alterations.
7. Kitchen scraps can be easily recycled into rich soil called compost.
8. Recycled fiber is used for handmade paper.

After much discussion most members of the group agreed that all statements except number three are true. Do you agree?
They then reviewed the recycling practices in their home and felt they are an

enviro-friendly family. Their Christmas tree is permanent so they do not need to recycle it. They do not handmake paper either, but all the other practices are kept. Tammy and Chung Li are the ones who usually recycle clothes but other members are seemingly getting interested in learning to sew. Mrs. Dorman is checking to see if a clothing construction class will be offered during the summer for students who are interested in learning sewing skills. As a matter of fact, Mrs. Dorman would also like to enroll. She believes in **lifelong learning**, regrets she did not learn to sew when she was in high school, and is now ready to do something about it.

Personal assessment: I completed _____of the___activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.)**

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT E: CONSUMER MANAGEMENT

COMPETENCY: 12.00 Evaluate effective purchasing practices. (13)

OBJECTIVE: 12.02 Evaluate advertising techniques that influence teenage consumers. (3)

(FOR TEACHER USE)

TIME: ____________________Minutes/Hours

RESOURCES: ____________________Page Nos.____

RESOURCES: ____________________Page Nos.____

MEDIA: ____________________________

ADVERTISING TECHNIQUES THAT INFLUENCE TEEN CONSUMERS

There are several advertising techniques that are designed to attract the interests of consumers. Among them are:

Rain checks which can be used to buy sale items at a later date. For example, the supermarket ran a special on turkey breasts at $.59 per pound. They sold out rapidly. When Bryan's mom went to buy a turkey breast, the meat manager gave her a rain check. She will go back later and buy a turkey breast for $.59 per pound.

Free offer ads are frequently used by music and book clubs. You get the first tape or book for free, but the contract may require you to buy one a month at a regular price for a certain length of time. You may also receive computer choice cards frequently. If these cards are not returned by a certain date, merchandise will be shipped to you automatically.

Emotional appeal is used when an ad tries to make you think he/she will kiss you more often if you use "X" toothpaste, mouthwash, or cologne. Such advertising **gives very little information.**

Cents-off coupons and **free offer ads** are used to advertise some products. Do not let them tempt you to buy unless the product is something you will use regularly.

Some products are displayed to induce **impulse buying.** Impulse buying is based on spur-of-the-moment decisions that are often regretted later.

Bait and switch is a practice in which salesmen try to get you to buy a more costly item rather than the one advertised.

Word of mouth is an effective advertising method among teens and adults. This is actually free advertising for the manufacturer because one person tries the product, likes it, and tells others making them want to buy it also.

Logos are to advertising as the big yellow arch is to McDonalds. You see a logo, recognize it, and immediately associate it with a product. The more you see a logo, the more you tend to buy the product which carries that logo.

A disadvantage of advertising is that it **creates artificial needs.** It makes you think you want something that you can do very well without. An advantage of advertising is that it **tells about new products on the market.** Some advertising uses a combination approach. For example, an advertisement that both appeals to your emotions and gives information might state something like, **"Doctors recommend aspirin-free products like ours for children under age 16."**

Some advertising strategies are deceptive. Pink lights over the meat counter to make the meat look redder is an example of **deceptive advertising.**

Some advertising strategies carry a **warranty.** A written statement from a manufacturer or retailer promising to repair or replace a defective product or to refund your money is such a warranty. You will frequently see an ad that states, "Satisfaction guaranteed or your money back."

Personal assessment: I completed (all/some/none) of this assignment, or approximately_____%. (To determine percentage, **divide** the number of items **completed by** the **total number.)**

What have you learned from this activity that can help you be a more effective **consumer** and **family member**?

What skills have you learned from this activity that can be important to you in the **world of work?**

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT E: CONSUMER MANAGEMENT

COMPETENCY: 12.00 Evaluate effective purchasing practices. (13)

OBJECTIVE: 12.03 Explain how label information contributes to wise consumer choices. (4)

(FOR TEACHER USE)

TIME: ________________________________ Minutes/Hours

RESOURCES: ________________________________ Page Nos.____

RESOURCES: ________________________________ Page Nos.____

MEDIA: ____

LABEL INFORMATION CONTRIBUTES TO WISE CONSUMER CHOICES

What information can be found on a food label?

How can food labels help consumers make informed choices?

Labels have been described as the "windows" to the contents of merchandise being sought. How many people can look at a product and discern its contents? "Most of us need labels," said Mrs. Dorman. To help the group appreciate the information on labels, she used the following example:

Nutrition Information	
Serving size	4oz.
Servings per container	7.5
Calories	70
Protein (grams)	2
Carbohydrate (grams)	3

Ingredients: Water, tomato paste, diced tomatoes, dried onions, sugar, soybean oil, corn syrup, salt, olive oil, parsley, black pepper, ro-

Cholesterol (milligrams)	**0**	**mano cheese made from cow's milk, basil, oregano, fennel, garlic**
Sodium (milligrams)	**440**	

Mrs. Dorman gave the group a hint to the following answer by telling them that ingredients are required by law to be listed in the order of quantity. For example, the product described above has **more water** than tomato paste. It has **more fennel** than garlic. The correct answers have been highlighted. Your task is to tell why the highlighted answers are correct.

1. The label above states that there is/are:
   A. More tomato paste than diced tomatoes
   B. More sugar than water
   C. Less corn syrup than olive oil
   D. No dairy products in the ingredients

2. The information on the label above indicates that the ingredients:
   A. Should serve at least 7 people
   B. Are high in cholesterol
   C. Are high in fat
   D. Require additional cooking

3. By reading the label above, it is possible to determine that the total number of ounces in the can are:
   A. 28
   B. 30
   C. 4
   D. 7.5

4. The care label of a shirt might state any of the following information except:
   A. 100% cotton
   B. Dry Clean Only
   C. Hang to dry
   D. Loosely woven

5. All the following are required on a warranty by law except:
   A. The name and address of the manufacturer
   B. A promise of repair or replacement for the life of the product
   C. What the warranty covers and what it does not cover
   D. Where you can have the product repaired

AM/FM RADIO AND TAPE PLAYER

Designed to provide years of listening pleasure to your favorite radio stations and cassette tapes. Full one-year warranty on defective parts. Takes 6AA batteries, not inclued. Takes model RXW earphones, not included.

6. The label above on an AM/FM radio tape player helps the consumer:
   - **A. Determine "hidden costs" of using the item**
   - B. Evaluate ease of use of the radio
   - C. Decide where to purchase the item
   - D. Evaluate the electrical safety of the tape player

7. The Care Labeling Act requires manufacturers to:
   - A. Put care information on a hang tag
   - **B. Attach care label permanently in a garment**
   - C. Indicate the detergent to use on a garment
   - D. Tell you when a garment fades or shrinks

8. Energy guide labels appear on appliances to:
   - **A. Let you know the energy cost required to operate the appliance**
   - B. Let you know how easy the appliance is to operate
   - C. Comply with an established law
   - D. Make them last longer

9. The pull date on a food item tells:
   - A. When it was made
   - B. How long it can be used
   - **C. The last day it can be sold**
   - D. The day it was placed on the shelf

Personal assessment: I completed _____of the nine activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by the total number**.)

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

I **also did** the following that are related to this topic of study:

In the future, I hope to use label information to--

COURSE:	TEEN LIVING (Work and Family Supplement)
UNIT E:	CONSUMER MANAGEMENT
COMPETENCY:	12.00 Evaluate effective purchasing practices. (13)
OBJECTIVE:	12.04 Examine rights and responsibilities of the consumer. (2)

(FOR TEACHER USE)

TIME: ________________ Minutes/Hours

RESOURCES: ________________ Page Nos.____

RESOURCES: ________________ Page Nos.____

MEDIA: ________________

CONSUMER RIGHTS AND RESPONSIBILITIES

Which is more important--consumer rights or consumer responsibilities?

Mrs. Dorman said, "Consumers have both rights and responsibilities. They have the right to be treated fairly in the marketplace. They also have the responsibility to be a fair consumer." Many sources of protection are available to consumers. The **Better Business Bureau** is a private organization that deals with consumer complaints. Most towns have such an organization. Laws are enacted to protect consumer rights such as the **Care Labeling Act** which requires clothing manufacturers to attach a permanent label to every garment telling how to clean and care for it. The **Consumer Product Safety Act** protects consumers against manufacturers who would make and sell unsafe goods. The **Truth in Advertising Act** protects you from unfair, false, or misleading advertisements. If you order merchandise by mail and it does not arrive within a reasonable length of time, you have the right to a refund.

1. "What are some consumer rights?" you might ask. All of the following are consumer rights except the right to:
   A. Safe and reliable practices
   B. Protection from dishonest business practices
   C. Products that live up to the manufacturer's claim
   D. Withold payment for unsatisfactory products

2. Which of the following would be most likely to provide information required by federal law?
   A. Advertisement
   B. Salesperson
   C. Product label
   D. Magazine

3. Making a copy of a friend's copyrighted computer program is:
   A. Acceptable
   B. Legal
   C. Shoplifting
   D. Stealing

4. The law which requires a store or lender to tell you certain things about a credit plan is the:
   A. Truth-in-Lending Law
   B. Truth-in-Credit Law
   C. Credit Disclosure Law
   D. Credit Information Law

5. Consumers have a responsibility to save:
   A. Boxes merchandise was packed in
   B. Warranty Information
   C. Store advertisements of merchandise
   D. Hang tags

6. When writing a letter of complaint, include all of the following except:
   A. Your feelings about the situation and the company
   B. A copy of the sales receipt
   C. Information about the product purchased
   D. The problem, what you have done, and what you want done

7. Consumers are protected from the selling of dangerous products by the:
   A. U. S. Government

B. Individual stores
C. Manufacturers associations
D. Local and county ordinances

8. A consumer responsibility is to:
A. Be loud and angry because this will get you the most attention
B. Choose the most expensive items
C. Read directions for safe use of a product
D. Always buy an item that works well

9. What should your first step be if you have a problem with a product?
A. Take legal action.
B. Contact the manufacturer of the product
C. Complain to a consumer's rights organization
D. Go back to the store where you bought the product

THINK ABOUT IT!

1. How would you rate Mrs. Dorman as a mother substitute?

2. How would you rate the group as a family substitute?

3. Identify some skills needed to be an effective family that you recognize in this group.

4. Identify some skills needed to be an effective employee that you see in this group as they interact.

5. List some important management skills that you learned from the group. Place a check beside those you need to develop.

Personal assessment: I completed _____of the 14 activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.)**

Name at least 5 technologies that could be used to meet individual, family, or work needs in this activity. Tell how the technologies could make managing multiple roles easier.

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT F: CLOTHING AND FASHION

COMPETENCY: 13.00 Use principles of clothing management. (10)

OBJECTIVE: 13.01 Interpret appropriate dress for different roles and occasions. (4)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

ATHLETIC SHOES? WHICH PAIR TO BUY?

Today, athletic shoes are a part of almost every person's wardrobe. The President of the United States, Arsenio Hall, your mom, and all of you wear athletic shoes--right? Do you wear the same brand? Why or why not? Often we want certain styles. Do you consider some brands of athletic shoes to be "in" and some "out"? Another way to describe special styles is **"status symbol."**

TEAMWORK!

Work with a team of four individuals to complete the following activities. Assign each member of your team one of the following roles: father, mother, teen daughter, and teen son. Role-players are to **think in terms of their roles rather than themselves.** Go!

1. Name **five** companies whose athletic shoes you and your friends would consider **"status symbols."** (Remember your role!)

2. Every year these companies seem to develop new **technologies** that make their shoes better and better. Can you list **two** technological improvements that

make athletic shoes better today than they were five years ago? (Hint: Today's shoes are designed for specific activities like aerobics, street hiking, or basketball playing on an asphalt court.)

3. Which of the following characteristics would wield influence upon you when buying a new pair of athletic shoes? Remember your role!

___ a. Are the shoes trendy? Will I be a **trend-setter** if I buy them?
___ b. Is the brand name a **status symbol**, or would only someone like my Uncle Oscar wear them?
___ c. Does any special **technology** make these shoes different from other brands or styles?
___ d. Do these shoes have **"brand identification"?** That is, are they easily recognized?
___ e. Are the shoes **comfortable**?
___ f. Do the shoes look **durable**?

Now look through some catalogs or magazines that will picture people wearing athletic shoes. Cut out at least three of these pictures that show one or more of the characteristics named above. Select enough pictures so that five of the characteristics (trend-setter, status symbol, etc.) are represented. Neatly mount the pictures on a piece of paper and indicate beneath each picture the characteristics represented in the picture. For example, if the picture shows someone wearing a pair of athletic shoes which has "brand identification" and also looks to be very "comfortable" and "durable," then you can write all three beneath that picture.

Compare the choices made by Mom, Dad, teen daughter, and teen son. In what ways did their choices differ? What seemed of most importance to the older generation? the younger generation? females? males?

Smart shoppers know prices. Now we do not mean the exact price of everything, but you should know the general price of hundreds and hundreds of items that you typically purchase. Write the general price for each pair of shoes above its picture.

Using the decision-making process, select the pair of shoes most appropriate for you. Choose three of the following reasons which influenced you:

___ a. **Conformity** because I prefer dressing like the people around me.
___ b. **Individuality** because I prefer dressing my own way. I like being an "original" as long as I am comfortable.
___ c. **Status symbols** because I like designer brands and logos. I just love owning a few things that are also owned by the "rich and famous" I see in

advertising. Who wouldn't want to own a pair of basketball shoes like those worn by Michael Jordan?

___ d. **Identification** because I need to show others that I belong to a group. During games the entire basketball team wears white shirts, ribbed with green, and green shorts. This basketball uniform gives them identity. Most cheerleaders on our squad wear this brand of shoes. Since I am a cheerleader, I want to be identified as a cheerleader by the shoes I wear.

___ e. **Trend-setting** because I love to help get fads started at school. I have self-confidence, and I do not mind being different.

___ f. **Economical** because I like getting the best buy for my money. When I want a special name brand or logo, I check Goodwill first.

DARROLD SHOPS WITH MOM

Darrold is eagerly watching the clock--waiting for 5:00 P.M. Not only will 5:00 P.M. signify the end of his first week of work with the lawn-mowing service company, but it also means "pay day!"

Darrold promised his mom and dad that if they would let him take the job, he would open a savings account at the bank so he could help pay for his future education at a technical school and help buy his clothes. He understands how tough it will be for his parents in just two years for him and his two sisters to all be in college at the same time.

Now money is money, but there is something special about having money in your pocket that "you" have earned. It was with a great deal of pride that Darrold and his mom went first to the bank and then to the mall to shop for Darrold some new clothes. (Darrold is among those guys who likes shopping with a female for clothes. He says, "Mom knows the kind of clothes that girls like, and she matches colors better than I. If I am going to spend my hard-earned money, I want the girls to think I look 'fine' in the clothes I buy.")

The main item Darrold needed was a pair of jeans, but what kind to buy? Darrold's mom laughed at his indecision. "When I was a teenager, choosing a pair of jeans was never a problem The only choice we had was dark blue and 100% cotton!' she said. "You had to buy them at least two sizes too large because they would shrink so much. Why, I remember that we would put on new jeans, sit in the bathtub, and then let the jeans dry on our bodies so they would fit just right."

Darrold considered his choices. One brand definitely was **"status symbol," but** there was a problem. To buy this brand of jeans would cost his whole paycheck! Another brand was the **"trend-setter"**--not just anyone would wear a pair of jeans with jingling bells around the cuffs.

If you were Darrold, what would you do?

If you were Darrold's mom, what would you do?

Fortunately, the salesman was only a few years older than Darrold and was truly interested in seeing that all his customers were satisfied. He suggested that Darrold purchase a traditional pair of jeans, and with the money he saved he could also buy a t-shirt to wear with the jeans for **sports** and a light blue oxford cloth shirt for a more **dressy** look. "Hey, that makes sense. I will really be getting two outfits for what it will cost me to buy either the 'status' or the 'trendy' jeans," said Darrold as he looked toward his mom. His mother nodded her approval. (Notice that his mother has not said a word. She knows that sometimes her role as a mom is to "just be there." She is glad to give this time to Darrold, and she is especially flattered that he asked her to shop with him. Moms of teens still need to be "needed." Dads need to be needed also.)

A purchase was made by a proud customer--Darrold. He not only made a purchase--it was an informed, thought-out decision based on his knowledge of the product and his awareness of his choices. The **salesman** had provided information to meet his customer's specific needs. Mom had provided moral support. With this sale, everyone was happy. Since both the buyer and the seller have profited, it was a **win/win situation**.

While the salesman wrote the bill of sale, Darrold's eyes wandered around the showroom floor. He saw a rack of dressy pants which interested him. After his purchase was transacted, he asked his mom to stop at the rack of dressy pants, where he saw a pair of blue linen pants that he really liked. The cut was **classic**. They would never go out of style. They even had size 28x32. (This means the pants will fit a person whose **waist** measure is 28" and whose **inseam** measures 32".) He decided to put them on layaway because he also needed pants for very **special occasions**. These would look great with the blue oxford cloth shirt he had just bought and the blazer his parents had given him on his birthday.

As they left the store, they paused in the shoe department. His mom commented that both of his sisters needed new shoes with heels. "Heels can dress up a school outfit to make those same clothes appropriate for dressy occasions," said his mom. He remembered that his sister Linda had worn green slacks, a flowered blouse, and **tennis shoes** to school that day. He thought, "A pair of heels would even make that outfit look dressy."

TEAMWORK AGAIN!

1. How has textile technology improved the jeans that Darrold bought as compared to those his mom used to wear?

2. Discuss an experience you have had in which the salesperson was not as knowledgeable--or helpful--as the salesman in this story.

3. If there were many, many stores selling the same brands and styles of jeans, how would this affect the price of the jeans? Would this likely cause them to be less expensive? more expensive? the same price? This economic principle is called **supply and demand**. Usually, when the supply is great the price is____, but when the supply is limited the price is______.

4. Describe a piece of clothing that stays in the back of your closet which you never wear. Why do you not wear it?

5. Have you ever purchased a "trendy" item--the latest fad--that you were proud of at the time, yet, you would not be "caught dead" wearing it now?

GROUP TEST!

Match the clothing item(s) in column B with the roles and occasions in Column A. Write the letter in the space provided. (Hint: Every item is used one time.)

WHAT SHALL I WEAR?

COLUMN A

1. ___Conformity
2. ___Appropriate
3. ___Status
4. ___Identification
5. ___Modesty
6. ___Protection
7. ___Individuality
8. ___Sports
9. ___Job interview (fast food)
10. ___Church
11. ___School
12. ___Trend-setter
13. ___Job interview (clothing store)

COLUMN B

A. Jeans and T-shirt
B. School colors/FHA sweatshirt
C. Waterproof jacket
D. Silky dress/heels/suit
E. Green slacks/flowered blouse
F. Black skirt/white blouse
G. Designer jeans and shirt
H. "Original" jewelry
I. Athletic shoes/school jacket
J. Black suit/white shirt/tie
K. Bathing suit cover-up
L. Casual slacks/woven shirt
M. New "in" jewelry seen on TV personality

(When you finish the exercise above, compare your responses to those of two other groups to see if your answers are alike. How can you account for variations? Consider the following responses: 1. a, 2. f, 3. g, 4. b, 5. k, 6. c, 7. h, 8. i, 9. l, 10. d, 11. e, 12. m, 13. j.

MARIA AND CARLOS' BUSY DAY

Since Maria and her brother Carlos have a very busy day tomorrow, they want to prepare for it by laying out the clothes tonight they will wear. There will be little time to change clothes between activities during the day. They will leave home with a basic outfit. Tell what they will put into the car so they can make as few additions, subtractions, or changes as possible to insure that Maria and Carlos are appropriately dressed for all their activities. (Pages 499-504 in CREATIVE LIVING will be a helpful resource.) This is a good activity for teamwork.

	Maria	Carlos
Starting outfit:	Red tailored suit White blouse Ascot scarf Heels and hose Jewelry	Dark tailored suit Blue shirt Necktie Loafers and dark socks
14. FHA/HERO Fall leadership meeting (field trip during school day)		
15. School bowling team (after school)		
16. Meet date at the mall for dinner at 5:30 P.M.		
17. Meet rest of family at mid-week church services		

18. Study at Tonya's
house for big chemistry
test between 8:15 and
9:30 P.M.

Back home at last!
Comfortable nightie
Comfortable pajamas
9:40 P.M.

Personal assessment: I completed _____of the 18 activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

I need to learn **more** about--

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

When I shop, I should--

There are numerous possibilities in this study of clothing and fashion to plan and present an "Illustrated Talk"--
one of the FHA/HERO Competitive Events. Look for topics of interest to you and use this opportunity to practice.

COURSE:	TEEN LIVING (Work and Family Supplement)
UNIT F:	CLOTHING AND FASHION
COMPETENCY:	13.00 Use principles of clothing management. (10)
OBJECTIVE:	13.02 Appraise purchased garments for details of quality. (2)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ______________________________

LOOK FOR QUALITY CLOTHING

What factors should you consider before buying a new garment?

It is important to know and look for quality in the clothes you buy. Practice is a good way to learn. There are a few basic questions you should ask:

A. Before You Consider Buying a Garment

1. Do I need this garment? Buying sale items that you **do not need**--even at a great price--is a **poor** shopping habit.
2. Have I compared prices among the stores available? Do I know where to find the best buys for my budget?

3. Will I be infringing on **another family member's clothing budget** if I ask for this garment?

4. Is this a **classic** style or a **fad? Fashion fads** are generally not a good clothing investment for they go out of style quickly. **Classics** are garment shapes that become popular again and again--with minor changes perhaps. Classic styles are always "in."

5. Ready-made clothes come in different sizes; therefore, to get a proper fit, you should always **try on the garment.**

6. Look for **care labels** to be sure you are prepared to give the garment the care it requires. (Care labels are required by law. All garments must have them.)

B. When Fitting a Garment

7. Does it fit properly? Is it loose enough to sit, bend, reach, and stretch? (If you have fitting problems, look at the size type. For example, one group of petites are for short, thin females. Another group of petites fit short, full-figured females. Huskies are for short, stocky, young males. There are many available types such as boys, men, misses, juniors, and half-sizes.)

Practice!

Prepare a **checklist** using the following information plus anything else that is important to you when you are making a purchase: Then--

Locate at least three garments (Use your own clothes or go shopping and work with a team to analyze the quality of the garments you have located. Ask yourselves the questions on your checklists? Rate the construction of each garment as: 2 points = good quality; 1 point = average quality; 0 = poor quality.

C. When Checking the Garment for Workmanship

_______8. Are the hems on skirts and pants **the same width** all the way around?
_______9. When the garment is tried on, is the hem the **same distance from the floor** all the way around?
_______10. Is the hem held by stitching which is **nearly invisible** from the right side?
_______11. Do the plaids, stripes, or other designs **match at the seamlines?**
_______12. Are the seams **straight and smooth** with no puckering?
_______13. Are the seam edges **finished** to prevent raveling?
_______14. Is the fabric **cut with the grain?**
_______15. Are points of strain such as armholes and crotches **reinforced with**

double stitching or a seam finish to give added strength? Gussets, triangular inserts for strengthening or enlarging a garment, are frequently used under the arms or in the crotch of garments.

_______16. Are interfacings and linings used to give shape and support to the garment? (Interfacings are made of a different kind of fabric placed under the facing to give the garment support.)

_______17. Do trimmings (decorations sewn on a garment such as lace, cording, or decorative buttons) **seem appropriate** for the garment?

_______18. Do trimmings **appear as sturdy** as the garment itself?

_______19. Do buttonholes appear **firm and free of ravels?**

_______20. Are buttons, snaps, and hooks and eyes **reinforced** (to prevent tearing a hole in the garment) and **firmly attached?**

_______21. Are matching zippers inserted **neatly?**

_______22. Are **extra buttons and yarn** (for knit garments) included for replacements and repairs?

Total the points above. A perfect score for each garment would be 30 points. Use the following scale to assign a quality to each of the three garments you evaluated.

25-30 points = good quality; 15 to 24 points = average quality; 1-14 = poor quality.

Now, create **your own scale** to assign a quality to the garments. How did the scale you developed differ from the one given here? Which is more realistic?

Personal review: I analyzed at least three garments using the above criteria. I completed ___ of the 22 activities above or ____% of the assignment.

List other things you did that are related to this topic of study.

The exercise taught me to pay special attention to ____________ when I am shopping for clothes in the future.

How can this information be useful to you as a consumer?

How might this information be useful to you in the **world of work?**

Stage yourself for success by doing **more than is required!**

COURSE: TEEN LIVING (Work and Family Supplement)

UNIT F: CLOTHING AND FASHION

COMPETENCY: 13.00 Use principles of clothing management. (10)

OBJECTIVE: 13.03 Examine clothing labels to determine proper care of garments. (2)

(FOR TEACHER USE)

TIME: ____________________ Minutes/Hours

RESOURCES: ____________________ Page Nos.____

RESOURCES: ____________________ Page Nos.____

MEDIA: ____________________

A SUMMER JOB

Marlene and Kevin wanted a summer job working with costumes at the movie studio. They decided to ask Mrs. Cavillera, the department head, if they could become summer interns in the Clothing Care Department. She agreed to train them as volunteers, but they would receive no salary. They could use the volunteer work experience on their resumes, and she would be available as a job reference later, if they were willing to work under those terms. They decided to accept her offer.

She gave them a study guide to take home so they could prepare to earn her special "diploma." They laughed as they remembered buying the study guide and studying for the Scholastic Aptitude Test (SAT), a college entrance exam. Now they are studying for Mrs. Cavillera's diploma. Here are some sample care labels. **(The correct care procedures have been given.** Your task is to tell **why** the stated procedures are correct.)

1.

Do Not Hand Wash
Machine Wash
Cold Water
Tumble Dry, Cool Iron

No Bleach
50% Cotton 50% Polyester

The best way to care for the printed knit shirt with the label above would be to **machine wash in cold water, tumble dry, and touch up with a cool iron.**

2.

100% Cotton
Machine Wash, Cool
Reshape, Dry Flat
Only Non-Chlorine Bleach
Warm Iron If Desired

From the care information on the label above, you can determine that this article of clothing **is a knit which must be protected against shrinking, losing its shape, and fading.**

3.

Professional Dry Clean Only

To care for the wool blend suit with the label above, you should **use a professional dry cleaner only.**

4.

60% Cotton
40% Polyester
Machine Wash-Cold Water-NO BLEACH
Tumble Dry

The label above was sewn into a red gathered skirt. It should be cared for by being washed in **cold water with detergent.**

5. You can best tell how to launder clothes by **reading the care labels yourself.**

6. Which fabric will respond most successfully to being washed in very hot water?

   a. Permanent press (will wrinkle)
   b. Wool (will shrink)
   c. Cotton responds well to hot water.
   d. Rayon (will fade)

7. Sort pieces to be laundered by dividing--
   Light from dark colors, heavy from delicate fabrics.

8. For proper care of your clothes, when you come home from school and change your clothes, you should--

Hang up or fold the clean ones and put dirty ones into the clothes hamper.

9. A fungus that damages clothes is called **mildew**, which grows in the presence of moisture.

10. **Wool** makes a suitable environment for **moth larvae**, for unfortunately moths leave holes in the wool.

Personal assessment: I completed _____of the ten activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.**)

Brainstorm at least 5 technologies that could be used to make work easier in this Clothing Care Department. Would they be helpful in homes as well?

To better care for my clothes I need to--

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

COURSE: TEEN LIVING (Work and Family Supplement)

UNIT F: CLOTHING AND FASHION

COMPETENCY: 13.00 Use principles of clothing management. (10)

OBJECTIVE: 13.04 Demonstrate energy conservation in the care of clothing. (2)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ____

CLOTHES AND ENERGY EFFICIENCY

Marlene and Kevin remember well many things from their summer internships with Mrs. Cavillera. It was a summer well spent they both agree. They frequently talk about her absolute penchant for energy efficiency and admire her loyalty to the movie studio in her efforts to always protect company and employee interests.

CARE LABEL FROM A BLOUSE
Wash Separately
Warm Water
Gentle Handling
No Chlorine Bleach
Dry At Cool Temp

What is the most **energy efficient** method of washing the garment with the label above? **Hand washing**--both Kevin and Marlene agreed. Mrs. Cavillera says the most energy efficient method of drying this garment is **drip-dry on a hanger.** She has many of the outfits dried this way. That is why she has a drip-dry area in the clothing care area of the warehouse.

To be energy efficient in washing clothes, Mrs. Cavillera insists on matching the water level to the load, which means use the **low water level for small loads** and the **high water level for large loads.**

What about water temperature? Since energy is required to heat water, the obvious answer is **the colder the water, the more energy efficient the wash.**

Clothes dryers use a great deal of energy. **Overloading the dryer** increases the demand even more. Another tip that is an energy saver when using a dryer is to **keep the lint removed from the filter.**

Which laundry detergent is most appropriate for the garment above? If gentle handling is in order, and no chlorine bleach is to be used, obviously a **gentle detergent will be needed.**

What about the need to iron garments after they are laundered? If you wish to do as little ironing as possible, look for the word **"polyester."** Polyester requires little or no ironing, while on the other hand, silk, linen, cotton, ramie, and rayon require a good bit of ironing.

One shopping tip you will want to remember--"To be energy efficient in the care of clothing, **you should not wash each garment after each wearing.**" Another helpful tip used by many frugal shoppers is **"Look for washables instead of buying clothing that must be professionally dry cleaned."** This tip will save a great deal of money on clothing care in Mrs. Cavelleria's department and in your home as well.

COMPUTE!

Kevin bought a fine pair of slacks on sale for $14.99. The care label states: Professionally Dry Clean Only. It costs $3.10 (including tax) to clean the pants. How much will it cost to have the pants cleaned four times? _______ It can be said that cleaning the pants four times cost _____% of the total purchase price of the pants. How many times do you suppose the pants will need to be cleaned before they are worn out?

Personal assessment: I completed (all/some/none) of the activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.)**

Name at least 5 technologies that could be used to meet individual, family, or work needs in this activity. Tell how the technologies could make managing multiple roles (work and family) easier.

To better care for my clothes, I need to--

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance.** Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

In the future, I hope to learn more about--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT F: CLOTHING AND FASHION

COMPETENCY: 14.00 Perform basic fashion construction procedures. (20)

OBJECTIVE: 14.01 Operate sewing equipment. (5)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ______________________________________

TROUBLE--SHOOTING: WHY WON'T MY SEWING MACHINE WORK?

DIRECTIONS: Study your **sewing machine manual** with your sewing machine partners and see if you can trouble-shoot the following problems: (The ability to trouble-shoot the source of problems is an important workskill. Employers look for people with these skills!)

Problem 1. The machine stitch is too long or too short.
Machine part(s) responsible:______________________________
Possible solution(s):______________________________

Problem 2. The stitches are pulling out at the end of the seam.
Machine part(s) responsible:______________________________
Possible solution(s):______________________________

Problem 3. The seams are puckered.
Machine part(s) responsible:______________________________
Possible solution(s):______________________________

Problem 4. The thread keeps getting tangled up.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 5. The needle keeps breaking.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 6. The thread keeps breaking.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 7. There are skipped stitches on the knit shirt I am sewing.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 8. The fabric will not stay in place under the needle.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 9. The thread does not wind on the bobbin evenly.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 10. The needle unthreads every time I start to sew.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 11. The thread does not flow through the needle.
Machine part(s) responsible:____________________
Possible solution(s):____________________

Problem 12. The fabric does not move along under the presserfoot.
Machine part(s) responsible:____________________
Possible solution(s):____________________

PRACTICE! Sit at the sewing machine with your sewing machine partners.

13. Practice threading the **upper part of the machine, winding a bobbin, threading a bobbin, and making a short seam (standard stitch length and seam allowance)** to test your skills. **Backstitch** at each end of the seam. Put a **zigzag seam finish** on each side of the seam allowance. Trouble-shoot any problems that

occur. Each partner must demonstrate this skill. Encourage and help each other as needed.

14. Observe a demonstration of a serger. This may be done at school or at a store that sells sergers. List several good ideas for using a serger.

15. Examine seams on clothing in your home and determine which were stitched with a regular machine stitch and which were stitched with a serger. Make a list giving specific examples of each.

Compare your answers for "trouble-shooting" above to these possible solutions.

1. Set the **stitch length regulator** to 10-12 stitches per inch.
2. Use the **reverse stitch control** to reinforce the stitches at each end of the seam.
3. The **upper tension** or **lower tension controls** are too tight.
4. The **upper thread guides** are not threaded correctly.
5. The **needle** is not screwed in tight, you may have hit a pin, or the needle is not large enough to sew the fabric.
6. Check the machine **threading.**
7. Need to use a **ball point needle.**
8. Did you forget to lower the **presser foot?**
9. Was the thread around the **bobbin winder tension disk?**
10. Is the needle's eye threaded from the same side as the last thread guide?
11. Check the **thread take-up lever. Is it threaded?**
12. The **feed dog** should move the fabric along. Does it need to be raised?

HOW DID YOU RATE AS A TROUBLE-SHOOTER?

DIRECTIONS: Circle the number you got correct!

1 2 3 4 5 6 7 8 9 10 11 12

Good Grief!!
Study again and think!

Great!!
You are on your way!

Personal assessment: I completed _____of the 15 activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.)**

Name at least 5 technologies that could be used to meet individual, family, or work needs in this activity. Tell how the technologies could make managing multiple roles easier.

Name some practical needs for sewing machine skills for those who do not sew garments?

Stage yourself for success by doing **more than is required!**

SEWING MACHINE CONCENTRATION: Cut 36 card-sized pieces of paper or cardboard. (Index cards will work well.) Write one sewing machine part on each of 18 cards. On the other 18 cards, write the function or purpose of each part. Shuffle the cards and lay them face down on a flat surface. This can be a solo practice if you turn up a card and try to match it with its purpose. If there is no match, turn the cards over in the same space and turn up two more making as many matches as you can. Try to get some family members to play with you to see who can get the most pairs.

I **also did** the following that are related to this topic of study:

I am glad I have learned to use the sewing machine because--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT F: CLOTHING AND FASHION

COMPETENCY: 14.00 Perform basic fashion construction procedures. (20)

OBJECTIVE: 14.02 Demonstrate standard and served seam construction. (5)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

MEDIA: ____

SEW A SEAM WITH SAVVY

The best way to really learn new material is to prepare to teach it to someone else, so get ready!

Work with your sewing machine partners to demonstrate seam construction to the rest of the class. A demonstration has three parts:

The **introduction** catches the attention of the audience.

The **body** of the demonstration tells the audience "how to do it."

The **closure** summarizes the main points you want the audience to remember.

Task 1: Using the sewing machine, insert and thread the bobbin, and sew one line of straight stitching at least 4 inches on a double piece of fabric.

You may plan your demonstration as you wish as long as it teaches 1) how to construct a seam and 2) includes the following facts:

Unless directed otherwise, when stitching seams--

. Put the **right sides** of the fabric together.
. **Match the notches** on the outer edge of the fabric.
. Set the **stitch length control** for 10-12 stitches per inch.
. Sew in the **direction of the grain** of the fabric.
. Sew **5/8 inch** from the cut edge of the seam allowance.
. **Backstitch** at each end of the seam.
. Sew seams that have a great deal of stress with **more than one row** of stitching.
. The finished seam should be **smooth**--not stretched or puckered.
. If you are finishing seams on heavy, bulky, or loosely woven fabrics, a **zigzagged** finish will be acceptable.
. If you are finishing seams on light weight fabric, you can use a **hemmed seam** by turning the edge of the seam allowance under and stitching along the edge.

Ask your teacher to allow you to demonstrate in small groups. For example, your group can demonstrate to another group rather than the whole class. After your demonstration the other group will get to demonstrate to you. In this way all groups can present their demonstrations to one other group.

Task 2: Using your textbook, select three different types of seams. Develop check lists to evaluate each of the three types of seams. Using remnant pieces of fabric, construct each of the seams you have chosen. Evaluate each of the seams using the check lists you made.

Task 3: Construct a poster or booklet using the seams you prepared. Give it a catchy title. Under each seam, identify it by its name and tell where you would expect to find such a seam in use.

Personal assessment: I completed _____of the three activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.)**

Name at least 5 technologies that could be used to meet individual, family, or work needs in this activity. Tell how the technologies could make managing multiple roles (work and family) easier.

Have you ever needed to sew a seam? Suggest practical uses for seam construction skills for those who do not construct garments?

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing **more than is required!**

I **also did** the following that are related to this topic of study:

I am glad I have learned to sew seams because--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT F: CLOTHING AND FASHION

COMPETENCY: 14.00 Perform basic fashion construction procedures. (20)

OBJECTIVE: 14.03 Demonstrate hand and machine hemming. (5)

(FOR TEACHER USE)

TIME: ____________________ Minutes/Hours

RESOURCES: ____________________ Page Nos.____

RESOURCES: ____________________ Page Nos.____

MEDIA: ____________________

HEMMING TECHNIQUES

Jolene's Home Economics teacher, Mrs. Robinson, announced that she would demonstrate hemming in class tomorrow. She gave the following homework assignment so students would recognize practical uses of hemming techniques in advance:

Use your own family's wardrobe and locate at least six different kinds of hemming procedures. Complete the following chart:

Kind of hem:	Garment on which it was found:	Occasion to wear:
Example: 1. **Machine stitched**	**jeans**	**sportswear**
2. Serged	____________________	__________
3. Fused	____________________	__________

4. 2-3" wide hem ______________________ ________

5. Extra fullness eased in with gathering stitches ______________________ ________

6. **Invisible hand stitches on** outside of garment ______________________ ________

7. Other? ________ ______________________ ________

Jolene knows she has a headstart on this assignment because her mother is helping her make a skirt to wear to a 50's party. It is a circular skirt with a poodle dog applique and a gold tone chain attached to the applique. She is excited about the skirt, and she already has the white socks and saddle-oxford shoes she will wear.

To make a circular skirt the fabric must be cut on the bias. Jolene, of course, wants it to look "just right" and cannot understand why her mom wants to construct the skirt from a lightweight fabric and use a narrow machine-stitched hem. But the strangest thing--Mom insists that the skirt must hang 24 hours before it is hemmed so they can level the hem with a hem marker. Why hang the skirt so it can become uneven and then level it? Does that make sense?

Can you help Jolene understand why her mom, a knowledgeable seamstress, said the following:

a. "Use lightweight fabric for a skirt with a circular hem.
b. Plan for a narrow hem--preferably machine stitched.
c. Hang a bias skirt 24 hours before hemming.
d. Level the hem from the floor up.
e. Use a hem marker to level the hem."

You--like Jolene--have resources to call upon for assistance. Briefly discuss what help you might expect from the following "experts":

a. Your parents
b. Your grandparents

c. An alteration shop
d. A neighborhood seamstress
e. Your brothers and sisters
f. Your textbook
g. Your Home Economics teacher

Hemming Exercise #1: Using the fabric provided, make a hand sewn 1" wide hem typical of a hem used in dress slacks.

Hemming Exercise #2: Using the fabric provided, make a machine stitched 1/2" wide hem typical of a hem used on the bottom of jeans. Turn the fabric two times, 1/2 inch each time.

Thinking Exercise #3: Where can you use this hemming lesson other than for hemming pants? See how many uses of this skill you and your classmates can discover. Do not limit suggestions to clothing construction and repair. Think of home decorating ideas as well.

Hemming Hints:

1. After turning up a hem allowance, it can be secured by **machine stitching, hand stitching, or fusing.**
2. Before marking the hem of a bias garment, it should **hang 24 hours.** Since bias hems usually sag, this will allow it to sag **before** it is leveled and hemmed.
3. Very full circular skirts require **narrow hems.**
4. When hemming dresses and pants for children, it is BEST to **leave as much hem allowance as possible to allow for the child's growth.**
5. To mark a hemline below the hip, **the hem marker must be level with the floor.**
6. If there is extra fullness in the top edge of the hem allowance, it can be eliminated BEST by **easing the fullness in with gathering stitches.**
7. Before marking a hem at the hip or above for a top or jacket, **check the pattern to see how much hem allowance is provided.**
8. When hemming long sleeves, ALWAYS try the garment on before marking. You may need to adjust the sleeve length.
9. Hand stitches used in hemming should be **almost invisible on the outside.**

Personal assessment: I completed (all/some/none) of the activities above, or **____%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number of items.**)

What skills have you learned from this activity that will help you be a more effective **family member**?

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to **this activity.** Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE:	TEEN LIVING (Work and Family Supplement)
UNIT F:	CLOTHING AND FASHION
COMPETENCY:	14.00 Perform basic fashion construction procedures. (20)
OBJECTIVE:	14.04 Demonstrate simple closure applications. (5)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ______________________________

CLOSING THE GAPS: A STUDY OF CLOSURES

Count the number of closures you have on your garments today?

Identify the different closures by name.

"Closures" hold your garments together. Buttons, snaps, hooks and eyes, velcro, and zippers are among the commonly used closures. When you sew new garments, you will need to know how to apply closures. More frequently, however, is the need to know these skills for making **repairs.**

Use a resource to correctly **perform** the following tasks:

Task #1: Using available materials, replace a missing flat button or sew on a flat button.

Task #2: Using available materials, replace a missing shank button or sew on a shank button.

Task #3: Using available fabric, sew each side of a snap onto a strip of fabric using the most appropriate thread and method.

Task #4: Using available materials, sew on a hook and eye.

Task #5: Using 1" x 1" pieces of velcro, show how to apply it to fabric.

Task #6: Match the following closure applications to the appropriate statements below:

A. Flat button
B. Shank button
C. Snap
D. Hook and eye
E. Velcro
F. Separating zipper
G. Buttonhole

1. A closure method which allows for size allowances on the same garment.______________________________
2. A closure method used very often in jackets.______________________________
3. Leaves room under the button for a smooth look.__________________________
4. Should measure the width plus height of the button.______________________
5. Adds more strength than a snap and is hidden from view.__________________
6. Used in areas with little or no strain.____________________________________
7. Lies flat on garment.____

Helpful Hint: If the stitching comes loose from the buttonhole of a purchased garment, it is BEST to **use matching thread to reinforce the stitches.** Cutting off the loose threads or pulling the remaining thread off will leave a buttonhole with unfinished edges, which means the buttonhole will continue to ravel.

Personal assessment: I completed _____of the six tasks above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING:
(Work and Family Supplement)

UNIT G: LIVING ENVIRONMENTS

COMPETENCY: 15.00 Analyze living space in relation to individual an family needs. (11)

OBJECTIVE: 15.01 Summarize housing needs of individual and families. (4)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________

HOUSING NEEDS OF INDIVIDUALS AND FAMILIES

If you were preparing to rent your first apartment, what considerations would you take into account? What do you really want in housing for **yourself**? How does that differ from what you would want in housing for your family?

Housing needs of individuals and families are **influenced by many factors.** The following skit will help you recognize some considerations given by one young woman:

DIRECTIONS: Work in groups of three. One person can play the role of **Vanessa,** one can play the role of the **realtor,** and one can be the **narrator.**

Narrator: Vanessa has just finished high school. She has a job in a nearby city and must find housing there.

Vanessa (to realtor): "I want to **live near my work**. Walking to work will keep me from having to **buy a car** or **use public transit.**"

Realtor: "I am not sure you will enjoy living near your work. Most families there live on modest incomes."

Vanessa: "That sounds good to me. I would like 'modest' rent payments. I will be earning $200 a week, and I hope to find housing for **a week's income**. That will leave three weeks' income for other living expenses."

Vanessa earns $200 a week.

. Approximate her monthly salary.______

. Assume that she works forty hours per week. How much does she make per hour?

. $200 is her **gross pay**. Ask around to determine what she can realistically expect her **net pay** (take home) to be.

. Why is her gross pay more than her net pay?

. What percentage of her gross monthly income will she pay for housing?

. What percentage of her net monthly income will she pay for housing?

Realtor: "Young lady, I told you that housing near your work is in a low-rent area. I am not sure **you will like your neighbors.** Most apartments are rented by couples with young children or older people--like widows. Singles do not usually rent there."

You would not expect a realtor who wishes to rent an apartment to be this negative. What do you think is going on between Vanessa and the realtor? What are his concerns? her concerns? What is he trying to tell her?

Vanessa: "Is it a high crime area?"

Realtor: "Oh, no, but the income levels in the area are low."

Vanessa: "That is fine. I do not need to be surrounded by wealthy people. As a matter of fact, I think low-income people are resourceful. They are very creative in finding ways to satisfy their needs. If I can get to know my neighbors, I think I will learn a lot from them."

Realtor: "It is your choice, young lady."

Vanessa: "Don't forget that **I am renting**--not buying. If I do not like the location or the housing, **I will be able to move**. I definitely do not want to sign a long-term lease."

Realtor: "Then I believe we can set you up in Chelsea Place. That is two blocks from your work."

Vanessa: "May I see an apartment there, please?"

Realtor: "I will show you Chelsea Place. You can rent there on a monthly basis. Payments for a studio apartment (one room) run $200 a month."

Vanessa: "I look forward to seeing the apartments there. May we see them today?"

Realtor: "We will go now."

Narrator: Vanessa and the realtor walked to Chelsea Place since she was planning to walk from there to work. This gave her a feel for the neighborhood streets.

Narrator: Upon entering the apartment, Vanessa looked around quickly. She knew that a **home which does not provide enough space, light, heat, and quiet can cause the occupants to feel stress.**

Vanessa: "I hear the TV next door as if it were in this room. This apartment is awfully dark also."

Realtor: "Ma'am, I told you that you would not like these apartments; however, this apartment has a north exposure which accounts for some of the darkness. Maybe you would prefer an apartment with a west exposure since you will spend more time here in the afternoon. Let me show you another available apartment."

Narrator: Vanessa noticed all the children playing on the sidewalk as they walked to the next apartment.

Vanessa: "I love seeing children at play. I think I could love Chelsea Place just to be near all of these little children. I should have some **free time** since I will be living alone. Maybe I can organize an after-school reading group for children. I have always enjoyed reading to children. I bet I will not have to look hard to find ways to use my free time productively here in Chelsea Place."

Narrator: The realtor had a puzzled look on his face as he said-

Realtor: "A lot of people don't like children, you know."

Narrator: Vanessa flashed a warm smile as she said--

Vanessa: "**I do.**"

Narrator: The realtor is beginning to recognize that Vanessa is a confident young woman who knows herself and what she likes. He flashed a slight smile as he said--

Realtor: "**I believe that.**"

Narrator: The realtor and Vanessa entered another apartment.

Vanessa: "I see what you mean about the exposure to the sun. This apartment has much more light entering through the windows. The window also has a window box. I can bring some plants from home and decorate that immediately. Space is limited, but I must realize that I cannot afford a large apartment at first. I wonder if the older woman we saw outside lives there."

Realtor: "Yes, she does. I think you can expect her to be a quiet neighbor."

Vanessa: "I think I would like to rent this apartment for a month, but I want to first read the contract. I will also want the lock changed. I want to know that I am **the only person** who has keyed access to my home."

Realtor: "I can show you the contract--it is standard, and I will be happy to have the lock changed for you. While we try to keep track of all the keys we issue, there is no assurance that people do not have duplicate keys made. Changing the locks for new occupants is one of the safety procedures followed at Chelsea Place."

Think for A Moment: (Work in your group to determine the best answer for each of the following.)

1. Which of the following had the major influence on Vanessa's housing decision?
   - A. The number of people in the family.
   - B. The style of the apartment.
   - C. Where she would work.
   - D. The children on the street

2. When Vanessa saw the children, she immediately recognized an inexpensive way to use her:
   - A. Free time
   - B. Money
   - C. Education
   - D. Clothes

3. Living environments should be determined by:
   - A. Your parent or guardian's job location.
   - B. The type of recreation you enjoy.
   - C. Where your parents were reared.
   - D. The income, resources, and needs of the occupants.

4. When Vanessa moved into her efficiency apartment, it satisfied her **psychological** need for:
   - A. Belonging
   - B. Privacy
   - C. Shelter
   - D. Social acceptance

5. When Vanessa moved into her efficiency apartment, it satisfied her **physical** need for:
   - A. Belonging
   - B. Privacy
   - C. Shelter
   - D. Social acceptance

6. When Vanessa moved into her efficiency apartment, the children promised to satisfy her **social** need for:
   - A. Light
   - B. Privacy
   - C. Shelter
   - D. Acceptance

7. Chelsea Place apartments are divided into two living spaces. Vanessa lives on one side and Elizabeth, her neighbor, lives on the other. What is this type of apartment called?
   A. Mobile home
   B. Single family home
   C. Apartment building
   D. Duplex

8. Vanessa's brother is a newly-wed. He and his wife chose to buy a house far from the city. Which of the following most likely represents their lifestyle preferences?
   A. They like going to museums and orchestra concerts.
   B. They like bright lights and many shopping places.
   C. They like quiet and wide open spaces between houses.
   D. They like to experience different cultures and customs.

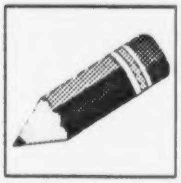
9. Which of the following is not an advantage of owning a home?
   A. Your home may increase in value.
   B. You are responsible for all maintenance.
   C. You have a sense of permanence.
   D. You can redecorate and remodel in any way that you choose.

Compare your answers to the above items with this key. Do you agree or disagree? Why?

1. C, 2. A, 3. D, 4. B, 5. C, 6. D, 7. D, 8. C, 9. B

Identify some jobs in your town that would pay about $800.00 a month. Where do their employees live? What do you think might influence them to live there?

Why will "friendship networks" at work probably be important to Vanessa?



Which of the following **family skills** will Vanessa have an opportunity to practice while she lives alone?

MANAGE A HOME

______Make house/rent payments
______Set realistic expectations
______Set goals
______Set priorities
______Manage time
______Prepare budget
______Prepare for emergencies
______Live within budget
______Plan for future financial security for family members

______Organize
______Prepare schedules
______Assign responsibilities
______Make decisions
______Plan meals
______Maintain clean home
______Make (basic) home repairs
______Maintain home and yard
______Respect privacy and space
______Respect other's property

Personal assessment: I completed _____of the nine activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed** by the **total number**.)

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING

UNIT G: LIVING ENVIRONMENTS

COMPETENCY: #15.00 Analyze living space in relation to individual and family needs. (11)

OBJECTIVE: #15.02 Explain how satisfaction is influenced by the organization of living space. (4)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________

THE ORGANIZATION OF LIVING SPACE

Have you ever noticed a relationship between the way you feel and the organization of your living space? Think of some moments of frustration you have felt because your living space "seemed a mess." That means it not only **looked a mess, but you could not find anything either.** What did you do about it?

(NOTE: If you want to treat this as a skit, work in groups of five. Ask one person to be a **narrator**. He/she will present the situations. Assign the rolls of **Andy, Daizy, Nashti,** and **Mike** to the other four participants.)

Situation 1: Vanessa really did not like the interior of her apartment. It was near her work, and it was affordable--both of which were extremely important. The children nearby were a bonus. Now what can she do to change her feelings about the apartment's interior?

Andy: Ignore the feelings. She needs to suffer a little.
Daizy: Move to a larger apartment at the end of the month.

Nashti: Change the arrangement of the furniture.
Mike: Buy new furniture. Tell the owners to store unused pieces.

DISCUSSION: Examine each of the responses above. Tell why or why not each response is plausible. Who gave the best idea? What would you do?

Situation 2: Living **alone** in an efficiency apartment (one open room which is also called a "studio apartment") is great. Pretend for a moment that Vanessa's best friend, Mary Ellen, decided to move in. Which **primary** need would not be met?

Andy: Shelter
Daizy: Safety
Nashti: Privacy
Mike: Space for possessions
Narrator: With whom do you agree? (Discuss each response.)

Narrator: Let's give Mike a well-earned pat on the back for that one! Space for possessions is a primary need, and there is hardly enough space in an efficiency apartment for two people and their possessions.

Situation 3: Traffic patterns are **how people usually move through a space.** After Vanessa rearranged the furniture, she discovered she had to walk around the sofa to get to the bathroom. She had to move a chair to open the refrigerator door. A tall book case was blocking her window view and making the room dark. She decided to put the furniture back where it was **for the sake of convenience.**

What other suggestions can you offer Vanessa to help **"personalize"** her new home?

Andy: Bring trinkets from her home to set on the furniture.
Daizy: Fold her sweaters and knit tops to stack on the book case to add color.
Nashti: Hang pictures on the wall.
Mike: Get a plant to set on her dining table.
Daizy: Store her brightly colored scarves in a fish bowl.

1. State at least **one pro** and **one con** of each of the ideas.
2. Which idea would you personally use if you were Vanessa?
3. Suggest other possible ideas to personalize living space.
4. Which ideas might be negated (not allowed) by the terms of the lease?

Situation 4: Vanessa's sister came to spend a week with her. Obviously they had to share the bed, bathroom, and everything. They both want to use the bathroom at the same time. How can they best **share the space**?

Andy:	Divide the bathroom in half.
Daizy:	Get separate keys for the door.
Nashti:	Tell the other person to get out.
Mike:	Plan a schedule for morning and evening use.

Situation 5: Vanessa began to meet people and make friends. When friends visited and sat on the sofa, she felt a little uncomfortable that they could look straight at "the john" each time the bathroom door was opened. She wanted to place a divider in front of the door to screen the view. What can you suggest?

Andy:	Bookcases
Daizy:	A folding screen
Nashti:	Tall plants
Mike:	A chair that came with the dining table

Of the suggestions given, which would be least likely to screen the view? What other ways could she accomplish this goal?

Situation 6: Every time Vanessa goes home, she brings back additional items. She divided her closet into different areas or **compartments** to hold shoes, belts, sweaters, skirts, and blouses. When she needed a belt, for example, she knew exactly in which compartment to look. Vanessa began to think more about efficiently managing the use of space in her efficiency apartment. Here are the suggestions she received:

Andy: Move clutter from one area to another.
Daizy: Make room for new clothes.
Nashti: Redecorate the whole apartment.
Mike: Plan and organize all space.

Discussion: 1. Who gave the best advice?
2. Why do you think that advice is best?
3. What other advice can you offer?

Situation 7: A friend suggested that Vanessa's apartment is too small. When living space is too small for an individual or family, how do they begin to feel?

Andy: They don't have space for their possessions.
Daizy: They have too much privacy.
Nashti: They have space for all their activities.
Mike: They seldom have to share space.

1. With whom do you agree in situation 7?
2. When a family has too many possessions for their living space, what alternatives do they have? (List and discuss these among your group. Choose what you consider the best alternative.)

Situation 8: When Vanessa brought her sewing machine from home, she put it in the kitchen. This is an example of:

Andy: A safety hazard.
Daizy: Cramped space.
Nashti: Improved storage.
Mike: Multiple use of space.

1. Mike gave the best answer this time. Tell why.
2. Explain the difference in **shared space** in situation 4 and **multiple use of space** in situation 8.
3. Which of the following are examples of **shared space** in a typical home?

A. Home office
B. Living room
C. Kitchen
D. Bathroom

Which of the following are examples of **multiple use of space** in a typical home?

A. Eating meals at the dining table.
B. Doing homework at the dining table.
C. Cutting out a garment on the dining table to sew.
D. Putting a puzzle together on the dining table.

Which is not true of shared space in the home?

A. Being neat makes it easier to share space.
B. The bathroom is an example of shared space in most homes.
C. Disagreements about shared space can often be solved by taking turns.
D. Once you are an adult, you will no longer have to share space.

Situation 9: Families who have many members and who entertain frequently would need:

Andy: To plan extra space for visitors and entertaining.
Daizy: To buy many kitchen appliances for convenience.
Nashti: Easy access to stores, parks, and entertainment.
Mike: A two-car garage and plenty of parking space.

---

1. With whom do you agree in situation 9? Why?
2. With whom do you disagree? Why?

Situation 10: Vanessa wants to entertain her friends. She knows she cannot afford extra space for visitors and entertaining since she has settled happily into a studio apartment at Chelsea Place. What can she do?

Andy: She could pack a picnic basket and meet her friends at the park.

Daizy: She shouldn't prepare all the food. Why not let Vanessa organize the picnic and ask everyone to bring a favorite food.

Mike: She could have the party in her apartment and ask guests to dress casually so they could sit on the floor.

Daizy: You are right. If you really want to entertain and you do not have a big house, there are ways to get friends together to have a good time.

Nashti: A great evening can be no more than popcorn and soft drinks if you are with people you enjoy.

Mike: All of these ideas are good alternatives to expensive entertaining. We had better remember for testing purposes that **people need to plan extra space for visitors and entertaining**, but we know it really does not have to be that way.

Daizy: That is right, Mike! No one should ever feel limited because they do not live in a big house.

Reader: Back home--Vanessa's mother was writing her mother (Vanessa's grandmother) a letter. It began--(Each person will read the letter **silently**.)

Dear Mother,

I am glad to tell you that Vanessa is adjusting very well to working and living on her own. She seems very busy with activities she enjoys. I never sense that she even gets homesick. She has an inexpensive apartment. She insisted on that. She did not want the major part of her income to be used for rent. She said she enjoys too many things to spend too much money on housing.

She loves living near her job. She walks to work so she has no need to buy a car. She saves money also by not having to use public transit. I am sure the raincoat and umbrella you gave her for graduation will come in handy on rainy days.

Since Vanessa does not have a car, how might she transport her groceries from a nearby store? (Suggest several plausible possibilities.)

Vanessa enjoys all of her new friends. Most of them live in nicer apartments than hers, but they always seem to end up at her place--including the children. Every afternoon when she comes from work, the knocks on the door soon begin. Most days all fifteen of the children in her neighborhood squeeze into her tiny apartment for those afternoon stories. Where does she find books to read? The children bring them. Now that they have someone to read with them, the older children check books out of the library to bring over. The story time usually ends with aerobics which they call "line dancing." They put on a record, and everyone gets in some much needed exercise. Even the kids who always watched TV in the afternoon and snacked on junk food--"the couch potatoes"--have now joined the group at Vanessa's house.

What community service is Vanessa providing by reading to the children? How might this impact the lives of the children? Vanessa?

Vanessa is also into "wellness." Of what value is aerobics to Vanessa? to the children? Are people more inclined to exercise alone? with others? How might Vanessa save money by exercising with the children?

Do many children rush home after school to snack and watch TV? What are the results--nationally--for children who do this?

I am pleased to tell you that Vanessa seems truly happy. She plans to begin evening classes at the community college next quarter. She will enroll in an interior decorating course. She thinks it will help her to be more valuable on the job, plus she has become very much interested in fixing up her little apartment. Being on her own and having her own apartment has certainly generated a great deal of interest in those homemaking skills which she used to take for granted. She is also beginning to recognize that the family skills which we tried to practice here at home are very valuable on the job. She said, "I am so glad you forced me to make decisions and accept the responsibility for decisions I had made."

I think the Tech Prep curriculum Vanessa completed in high school will pay off for her. I am pleased that she has prepared herself for training beyond high school. I believe she will eventually complete a college degree, but for now she wanted to work and learn about life.

Mother, we think of you often and wish we could spend more time with you. You understand, of course, how tight finances are with us since Jim was laid off. He is still job hunting and doing a great job as a househusband. It is beginning to look like retraining may be necessary if he is to find work. There is little demand for his current skills. I trust that he will accept this need to change as a mid-life challenge. Many of our friends and acquaintances, in similar situations, have become discouraged and depressed. One friend has been charged with child abuse, and we all think this **changed behavior** is due to the stress he feels because he is out of work and cannot find a new job. I have never found discouragement as a stepping-stone to success. I thank you, Mom, for teaching me the value of optimism. My optimism does not necessarily solve my problems, but it does make living with myself and others easier until I can find real solutions.

Lovingly,

Freida

October 25, 2001

Look back at the situations and check your responses. The best responses are as follows:

Situation 1: Nasti
Situation 2: Nasti
Situation 3: All are good
Situation 4: Mike
Situation 5: Daizy
Situation 6: Mike
Situation 7: Andy
Situation 8: Mike
Situation 9: Andy
Situation 10: All are good

Personal assessment: I completed (all/some/none) of the activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING

UNIT G: LIVING ENVIRONMENTS

COMPETENCY: #15.00 Analyze living space in relation to individual and family needs. (11)

OBJECTIVE: #15.03 Consider the influence of design on living space. (3)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________

THE INFLUENCE OF DESIGN ON LIVING SPACE

In what ways can design be used to "personalize" living space?

This is a good time to begin preparing for "Functional Interiors," an FHA/HERO Competitive Event. Your teacher will have more information about this.

As you would guess, Vanessa's first interior design class introduced the **elements** and **principles of design.**

The **elements** are used to create designs. They are **color, texture, space, shape,** and **line.**

The **principles of design** are directions for using the elements effectively. They are **balance, rhythm, emphasis, proportion,** and **unity.**

To help make the difference in the elements and principles of design clear, the teacher used the following analogy:

"If you were baking a cake, the **elements** would be the ingredients needed to make the cake such as butter, sugar, eggs, flour, and milk. The **principles of design** would be the directions telling you how to mix the ingredients to produce a quality product. For example, color (an element) can be used to achieve balance, rhythm, emphasis, proportion, and unity (all principles).

After class, Vanessa sat down to summarize her notes--to identify key points to remember. Her notes look like this:

. People who choose bright colors for their bedroom may find that it makes **them feel happier when they are in the room.**

. To create a calming effect in a room, you might use **light tints** of cool colors, such as **light blue and light green.**

. A need for **self-expression** can be met by choosing colors, fabrics, and accessories **that you like** for a room.

. When you want to make a room look larger, one way to achieve this is to **use light colors.**

. Two kinds of balance used in home design are **formal** and **informal.**

. You can make a room look larger or smaller by the correct use of **space.**

. In order to have a convenient house for a family member in a wheel chair, the family would need to plan for **extra wide doors and extra wide passages between furnishings.**

Vanessa had an assignment to complete before her next class. She had to create a room design using light yellow walls, a sofa, wall-to-wall carpeting, and **any accessory** that she wished. She chose to use a **dried flower arrangement** for the accessory.

Vanessa also had the following take-home test item:

Fontella has moved into a condominium which she redecorated completely. The list below indicates some of the results of her efforts. In which instance did Fontella **correctly** use a principle of design? In each situation tell what is desirable or undesirable.

A. In her living room, Fontella combined three separate **color schemes.**

B. In the living room, Fontella **drew attention to** an African sculpture **by placing it alone** on a table near the center of the room.

C. Fontella placed a set of thin **chrome chairs** around her grandmother's **antique oak dining table.**

D. Fontella placed a large picture with **a bold geometric design** on a wall **with striped wallpaper.**

Discuss all the results, but tell why the correct answer **is** B.

It is your turn! Write **four examples** of ways to correctly use any of the principles of design. Compare your responses with those of at least two other students. Ask your teacher to respond to your ideas to be sure you understand the use of design principles. Use references, as needed, to clarify your understanding of **design principles.**

Personal assessment: I completed (all/some/none) of the activity above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

What have you learned from Vanessa and her friends that might help you when you move out?

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I think I can--

COURSE: TEEN LIVING

UNIT G: LIVING ENVIRONMENTS

COMPETENCY: #16.00 Determine how families find satisfaction with their living space. (9)

OBJECTIVE: #16.01 Demonstrate methods of caring for living space. (3)

(FOR TEACHER USE)

TIME: ____________________ Minutes/Hours

RESOURCES: ____________________ Page Nos.____

RESOURCES: ____________________ Page Nos.____

MEDIA: ____________________

CARING FOR LIVING SPACE

Who does the cleaning chores at your home?

Who should do the cleaning chores at your home?

Does your family have a plan that is fair to all members?

The Manns decided that one source of stress they were experiencing as a family was their living space. The house always looked a mess. They agreed three days in advance that they would have a family meeting on Monday night to discuss this concern. This would give everyone time to arrange to be there. (Absences are not accepted when the Mann family calls a meeting.)

They opened their family meeting with a quiet moment to seek guidance--(their religious practice.) They learned long ago that this was the best way for their family to settle down and get serious with each other.

Mom: "The purpose of this family meeting is to talk about caring for our house."

Jacob: "Housework is for women. I suggest that Mom and Susan keep this place clean. They may not like it, but that is the way it should be."

Susan: (angrily) "You bet I don't like it, you brat. I can't believe you have the nerve to suggest that I clean up your mess."

Mom: (Calmly) "Jacob. Susan. The purpose of this meeting is to **discuss** our family problem--not to make a bigger one."

Shane: **"Every family member should do his or her part.** Let's get back to the discussion."

Jacob: "I agree. I am sorry. I wonder how I came to feel that only 'sissies' do housework. I will do my part as long as you don't let the news get out of this house. I will help, but I surely don't want my friends laughing at me because I'm a household maid."

How would you describe Jacob's attitude toward housework? He knows **how** he feels, but does not know **why** he feels that way.

Where do you suppose he "picked up" this attitude toward gender roles?

Dad: "Jacob, you and I are going to have to help pioneer a new image of housework. We will figure out a way to show that 'real men' do windows on both the computer and in the house." (Jacob laughed because his dad had been teaching him to use Windows on the computer to "spiff up" his term paper.)

How would you describe Jacob's dad's attitude toward housework?

Why do you think Dad tried to add a little humor by using the analogy between Windows (the name of a computer software package) and windows in houses?

Mom: "Why should each member of this family be involved in keeping the house neat?"

Susan: "I'm embarrassed to bring friends home when the house is a mess."

Shane: "A neat living space will make all of us feel better about ourselves. I sometimes feel like a slob."

Jacob: (Hesitantly.) "By caring for our own living space, we can save the family some money. Like--if we clean--we can save the money that would otherwise be paid for hired help."

How much does it cost to hire someone to clean an average-size house in your neighborhood?

Calculate the cost to your family for weekly cleaning over a month's time?_____ A year's time?_____

Think of some things that you would like for your family to have that could be purchased with the money you could save by cleaning your own house. Do you mind sharing some ideas?

What goods or services would **your** family probably have to **trade-off** (give up) to pay to have your home cleaned?

Dad: "Simple things like cleaning up spills can prevent costly repairs."

Susan: "Does this include our own bedrooms?"

Mom: "It includes all areas of our home. The grape juice that was spilled on your bedroom carpet and left to dry, Susan, didn't help at all. Each person in this household **is affected** by the appearance of every room in the house. The whole family will also be affected by the amount of money we must pay to have the carpet professionally cleaned to remove the stain."

Jacob: "Let's get on with it. What do we have to do?"

Mom: "Our biggest challenge is **daily maintenance**. If each person helps tidy up everyday, the house will always look presentable."

Jacob: "O.K. Everybody can **make up their own bed** everyday." (He was thinking all the while that no one could see him make up the bed. That would be better than washing dishes where he might be seen through the window.)

Shane: "All persons can **put their own clothes and shoes away.** That means soiled clothes to the laundry. Clothes that will be re-worn will go back to the drawer or closet."

Dad: "I volunteer to clean up the kitchen after breakfast since I can use the **flex-time schedule** my employer allows. That way I can be the last to leave for work." (This surprised Jacob. What if someone saw him through the window?" What if the neighbors noticed that he was late for his paid-employment because of housework?)

Susan: "Dad, if you go to work later you will be later getting off work. Do you not mind that?"

Dad: "Not at all. If I go to work later and return later, I can miss the peak of 'rush-hour traffic.' I hate driving in all the heavy traffic anyway. I believe I might like the new hours."

Mom: "Let's say that everyone will be responsible for **preparing dinner** one night a week--that will cover dinner Monday through Friday. I will be the Saturday and Sunday cook."

Susan: "I will be the assistant cook on weekends when I don't have to work. I want to learn to cook before I go off to school next year."

Mom: "I will put out the trash and see that recyclables are recycled."

Jacob: "I can't stand a dirty bathroom. Who will clean the bath?"

Shane: "Everyone should do that. Each person should clean the bathroom after he/she uses it." (All family members nod approval.)

Pause for discussion: What other **daily chores** need to be assigned to members of the family? Determine a fair way to assign the chores you add to the members of this family.

Mom: **"Preventive maintenance** needs to be discussed. We need a plan which will **prevent** problems from ever occurring."

Susan: "Examples, please."

Mom: "Waxing wooden furniture helps **prevent** scarring."

Dad: "Cleaning the rain gutters on the house **prevents** them from overflowing."

Shane: "Does keeping the stove clean to avoid burned grease build-up qualify?"

Susan: "It should. One time I did not wipe up the grease spatters after I made french fries. The next time I cooked I had burned droplets of grease all over. I had to scrub and scrub to get them off after they had cooked on."

Jacob: "Yeah, I remember when the lasagna ran over in the oven, and no one wiped it out. I tried to bake a pizza later and the oven caught on fire. Man! I grabbed the fire extinguisher in a hurry. Keeping the stove clean is more than a cleaning practice. It is a **safety practice."**

Dad: "I like to have my Saturdays free. How can we avoid the big cleaning jobs on Saturdays?"

Shane: "How about Friday night clean-up?"

Susan: "We go to the home games on Friday night, remember?"

Jacob: "Would Thursday night do?"

Mom: "Sounds possible."

Jacob: "Let's vote."

Mom: "Those in favor of Thursday night clean-up please say, 'Aye.' (The vote is unanimous for Thursday night.)

Mom: "This means every family member will plan to be here on Thursday nights for clean-up."

Shane: "Let's have a Plan B in case something really big happens on Thursday night. Could Plan B say, 'Thursday afternoon'?"

(The group nodded approval.)

Jacob: "Will we keep our chores forever, or can we **rotate**?"

Shane: "What do you mean rotate?"

Jacob: "**Rotating** chores means passing chores around among family members, so one person doesn't have the same chore all the time."

Susan: "We each chose our chores. Let's keep them. I am afraid I might forget if I change chores periodically."

(The group nodded their approval)

Mom: "We need to start with a major clean-up. We can get everything clean, and then it will be easy to maintain. We have not had a seasonal clean-up in a long time."

Susan: "I volunteer to scrub the upholstered furniture with soap and water. It really needs cleaning."

Dad: "Let me show you how to use the upholstery shampoo. **You might fade or even shrink the upholstery fabric if you use soap and water."**

Shane: "I volunteer to clean the kitchen counters. I learned in chemistry that chlorine bleach will remove stains from plastic surfaces just as it removes stains from clothes. I also learned that ammonia cuts grease. If I mix chlorine bleach and ammonia together, I can clean those cabinet tops in a hurry."

Mom: (Excitedly.) "Oh, no! You must be careful when mixing chemicals. **Mixing chlorine bleach and ammonia produces dangerous fumes**. Maybe you can use ammonia to remove the grease one night, and the next night you can use the chlorine bleach to remove the stains. This allows the fumes from each chemical a day to dissipate."

Jacob: "I want to clean the sinks throughout the house. They are all so stained. I don't want to blow up anything or die of noxious fumes. What shall I use as a cleanser?"

Dad: "Ceramic and porcelain sinks scratch easily. When they become very scratched, they look dull and stain more easily than before they lost their finish. **Borax, detergent, baking soda, and washing powder** are all good cleansers. They are also gentle to the surfaces as you clean. Take your pick!. You may want to try a little of each and decide for yourself which product you think is best."

Would you like the "clean-house" routine for your family?

Would the clean-house routine work in most families? Why?

What problems, if any, would your family have with a routine such as the one planned by the Manns?

The ability to **communicate** about all things is an important **family skill.** Place a check beside the following communication skills the Manns practiced as they discussed home maintenance:

COMMUNICATE

______Talk about problems
______Listen to each other
______Respect others
______Maintain eye-to-eye contact
______Read and respond to non-verbal communication
______Communicate honestly
______Communicate truth
______Maintain self-control
______Use normal tone of voice
______Communicate without manipulation
______Express oneself in a non-violent manner
______Conduct family meetings
______Encourage others to talk
______Allow free expression of feelings
______Attempt to understand each other
______Recognize and admit strengths and weaknesses
______Recognize potential problems
______Empathize
______Negotiate
______Laugh and cry together

Personal assessment: I completed (all/some/none) of the activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

Name several technologies that could be used by individuals, families, and employers to help keep living/working spaces clean?

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance.** Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING

UNIT G: LIVING ENVIRONMENTS

COMPETENCY: #16.00 Determine how families find satisfaction with their living space. (9)

OBJECTIVE: #16.02 Trouble-shoot home safety practices. (3)

(FOR TEACHER USE)

TIME: ________________________________ Minutes/Hours

RESOURCES: ________________________________ Page Nos.____

RESOURCES: ________________________________ Page Nos.____

MEDIA: ____

HOME SAFETY PRACTICES

Why are home safety practices important to quality living?

Cite some examples of accidents that could have been avoided by using home safety routines ?

To trouble-shoot is to locate and eliminate sources of trouble before problems occur. No activities in the home need a trouble-shooter more than those activities associated with **home safety.** Test your skills as a trouble-shooter using the following test. The **incorrect** answers have been **highlighted** for you this time. Work with a team to **tell why** the answers are incorrect. Make a great effort to remember the **correct responses.** Do not let this change in procedure find you "off-guard."

1. Stairways are not good places to store things.
   A. True
   B. False

2. If you do everything you are supposed to do, your home can be made completely fireproof.
   - A. **True**
   - B. False

3. Poison can probably be found in every room in your house.
   - A. True
   - B. **False**

4. All electrical appliances should have a UL seal of approval.
   - A. True
   - B. **False**

5. Electrical cords should be concealed under rugs.
   - A. **True**
   - B. False

6. Poor lighting can prevent falls.
   - A. **True**
   - B. False

7. Because emergencies can happen any time and any place to anyone, little can be done to prepare for them.
   - A. **True**
   - B. False

8. Always store poisonous items such as bleach, turpentine, paint, varnish, pesticides, dyes, fuels, and car-care products in labeled:
   - A. **Glass bottles**
   - B. **Plastic bottles**
   - C. **Metal containers**
   - D. Original containers.

9. The most common cause of fatal home accidents is:
   - A. Falling
   - B. **Fires**
   - C. **Poison**
   - D. **Electrical shock**

10. Medicines and cleaning agents should be handled in all of the following ways except:
   - A. **Labeled**
   - B. **Out of reach of children**
   - C. **Placed in a locked area**

D. **Left out for convenient use**

Why is listening/reading to detect **incorrect information** an important skill?

Do you sometimes tend to accept information **without filtering it** for both facts and fallacies?

Give your home a safety inspection using the items outlined in 1-10 above. How does your home measure up? Circle the number below of safe practices you found.

1 2 3 4 5 6 7 8 9 10

As safe as possible!

Waiting for the disaster!

Personal assessment: I completed _____ of the ten activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In reference to this lesson--

I would like to learn **more** about--

I need to take the following safety precautions--

COURSE: TEEN LIVING

UNIT G: LIVING ENVIRONMENTS

COMPETENCY: #16.00 Determine how families find satisfaction with their living space. (9)

OBJECTIVE: #16.03 Recommend energy conservation techniques in the home. (3)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos. ____

RESOURCES: ______________________________ Page Nos. ____

MEDIA: ____

ENERGY CONSERVATION IN THE HOME

Of what value is energy conservation to your family?

Why are many people energy conscious?

Why do some people ignore energy conservation practices?

There are many energy conservation techniques that can be used in the home. To start your mind thinking about possibilities, try these exercises. Read the information in the left column carefully. Select the description in the right column that best completes or explains the idea in the left column. Write the letter from the right column in the blank beside the appropriate item in the left column.

EXAMPLES OF CONSERVATION

____1. Lower thermostat in winter.
____2. Wash all clothes in hot water.
____3. Use conventional oven instead of microwave when possible.
____4. Turn off TV when it is not being watched.
____5. Wear sweaters in winter.
____6. Close dampers for fireplace when not in use.
____7. Always take tub baths.
____8. Burn only the necessary lights.
____9. Close draperies during extremely hot/cold weather.
___10. Choose a window treatment that does not cover heat source.
___11. Install solar panels on the south side of your house.

WHAT IT DOES

A. Conserves energy
B. Wastes energy

DISCUSSION: 1. Do you agree that all examples above conserve energy **except** three?

2. In addition to wasting energy, what would happen if you washed all clothes in hot water?

3. Which is more economical to operate--a conventional oven? a microwave?

4. Describe a shower that will take less energy than a tub bath.

5. Why are **solar panels** considered an **alternative source** of home heating energy?

The **correct** answers to the following items have been highlighted.
Tell **why** each is correct.

6. A typical tub bath takes **less** water than a 5-minute shower.
   A. True
   B. False

7. A defrosted refrigerator works **less** efficiently than an undefrosted refrigerator.
   A. True
   B. False

8. A dripping faucet can **leak** almost 200 gallons of water a month.
   A. True
   B. False

9. Conservation is:
   A. Protecting natural resources from waste.
   B. Material used to make a house warmer.
   C. The capacity to work.
   D. A thin stream of gas that is burned constantly and used to light a larger gas flame on gas equipment.

10. Insulation is measured by:
   A. R value
   B. Wattage
   C. Weight
   D. Thickness

11. A material placed in the walls and under the roof of a house to keep cold air out and warm air in (or vice verse) is___:
   A. Conservation
   B. Insulation
   C. An energy-efficient rating
   D. Wattage

12. Fluorescent bulbs:
   A. Use more energy than incandescent bulbs.
   B. Use less energy than incandescent bulbs.
   C. Have higher wattage than incandescent bulbs.
   D. Use the same energy as incandescent bulbs.

13. Weatherstripping is:
   A. Protecting natural resources from waste.
   B. Material used to make a house warmer.
   C. A thin stream of gas that burns constantly and is called a pilot light.
   D. Fiber, plastic, or metal strips placed around doors and windows to prevent air leaks.

Why is energy conservation an important global issue?

Discuss: "A stitch in time, saves nine" as it relates to energy conservation.

Personal assessment: I completed (all/some/none) of the activities above, or _____**%** of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

What skills have you learned from this activity that can help you be a more effective **family member?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT H: LEADERSHIP AND CITIZENSHIP

COMPETENCY: 17.00 Works with others informally to accomplish group goals. (6)

OBJECTIVES: 17.01 Use information to determine group action. (2)

17.02 Use interpersonal communication skills to accomplish group goals. (2)

17.03 Manage resources to achieve group goals. (2)

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos.____

RESOURCES: ______________________________ Page Nos.____

MEDIA: ______________________________

LEADERSHIP AND CITIZENSHIP

People usually come together in one of two ways to work and accomplish goals. Sometimes groups sit down and **informally** "talk it over" to come up with a plan of action. Interested members then assume certain responsibilities to put the plan into action. They depart with a "friendly agreement" to perform a task and get together again to share the results and plan the next steps. This is a method your class or a committee might use when planning refreshments for the FHA/HERO meeting, or when providing a basket of food for a special family at Thanksgiving. You and your siblings will probably use this method someday as you plan family reunions.

Some groups come together **formally** to make motions, debate, and take counted votes. They use parliamentary law to insure a democratic process which represents the wishes of the majority. This is a method your FHA/HERO Chapter, hopefully, uses at regular business meetings.

When Tameka, Titus, and Niki--all active members of their local chapter of FHA/HERO--looked at the competency for this lesson, they smiled. They knew they had practiced these skills on their chapter planning retreat because they had used the FHA/HERO Planning Process. They had already learned how to **use information, interpersonal communication skills**, and **resources** to accomplish group goals when they **informally** planned the community carnival. This is how it looked on paper.

COMMUNITY CARNIVAL: A group project using leadership, citizenship, and fund-raising skills.

IDENTIFY CONCERNS: Through chapter **discussion** (interpersonal communication), Marshall Chapter members **identified their concerns** about bringing different parts of their community together (interpersonal communication)--to really increase community spirit (citizenship). Members also were concerned about a healthier next generation (citizenship) and wanted to raise money for the March of Dimes.

SET A GOAL: As its goal, the Marshall Chapter decided to organize a community carnival that would bring the community together while at the same time raise money for a charity that fights birth defects.

FORM A PLAN: (Answer five questions. Who? What? When? Where? How?)

Who? Marshall Chapter members

What? Decided to sponsor a community carnival to increase community spirit and raise money for March of Dimes.

When? Mid-February. (This will allow a four months schedule to give ample time for planning and preparing for the carnival.)

Where? In the school's **gymnasium** (a non-human resource).

How? They will involve all **members** (human resources) and break down the overall project into manageable tasks. They will use the **committee system** (a human-resource). Committees will include program, publicity, finances, arrangements, and membership. The chapter also agreed to set up **an adult advisory committee** (a human-resource) to help in the planning.

ACT: •The chapter president sought permission from the **school principal** (a human-resource) and reserved the gymnasium.

•The arrangements committee invited **school and community groups** (human-resources) to participate in the carnival with the incentive that those who ran a booth could keep half the proceeds. The other half would be donated to the March of Dimes.

•The publicity committee launched **a major advertising campaign** (information) sending announcements to the school and local newspapers, arranging radio spots, posting school bulletins, and sending flyers home with grade school children.

•The program committee collected **information** needed in the form of ideas and other resources, to decorate the gymnasium and arrange for music, skits, clowns, games, and raffles throughout the day to lend a festive air to the event.

•The membership committee collected **information** needed and used their **available resources** (both human and non-human) to make a special display to promote FHA/HERO activities and programs and attract new members.

FOLLOW-UP: •The carnival was a huge success with 45 booths and 1200 participants. Booth profits were excellent, and the donation made to March of Dimes (MOD) was generous.

•Students said they liked gathering **information to** make informed decisions, working as a team which improved their **interpersonal communication skills**, and the good feeling they got from setting and reaching a group goal. They were really surprised at the creative use of both human and non-human **resources** by all members to achieve group goals.

•The chapter received a great deal of good publicity and a congratulatory letter from the principal. But most of all they knew they were learning important **leadership** and **citizenship** skills that would help them throughout life. They were especially pleased to be able to lead a cooperative effort between the school and community to accomplish group goals--community spirit and fund-raising--for all concerned.

Note: "Community Carnival" was taken from the VoCATs Test Item Bank--Author Unknown.

LET'S REITERATE SOME POINTS THAT INSURED THIS CHAPTER'S SUCCESS!

1. What time frame was selected for this project?
2. What might have happened if not enough time had been allowed for all committees to do their work?
3. Write a "job description" stating the duties of each committee that was used for this project.
4. State the goal of the **project.**
5. State three facts about the project that indicate it was a success.
6. What did **the students** like about the project?
7. What did **you** like about the project?
8. To involve all members, the Marshall Chapter decided to use the ____ system.
9. Where did the group decide to have the carnival?
11. What group was selected to help the Marshall Chapter plan?
What unique contributions do you think a group such as this could make to a group of FHAers?
12. What **sources of information** did the Marshall Chapter use?
What other sources of information might they have used?
13. **What resources--both human and non-human**--did they use?
What other resources might they have used?

Now that you have seen how the planning process helps students work together **informally** to accomplish group goals, try using this same information to complete a form for Power of One, a recognition program sponsored by FHA for individuals who wish to learn to: 1) identify concerns 2) set a goal 3) form a plan 4) act and 5) follow-up. This particular project lends itself to either **Take the Lead** (See Appendix I, pp. 305 and 306) or **Speak Out for FHA/HERO**. As you complete the outline in Appendix I pretend that the Community Carnival is your project--you are the leader. Feel free to delete some ideas and add your own ideas to make it even better.

After you have practiced record-keeping for Power of One, you might want to ask your adviser how you can begin developing Power of One modules on your own. Power of One is a great way to practice goal-setting and decision-making that you can use throughout life to achieve your personal, family, and work goals. This process **can help you achieve the success** in life that you desire.

Personal assessment: I completed _____of the 13 activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number**.)

Name at least 5 technologies that could be used by the Marshal Chapter to help them meet their goals. Tell how the same technologies could make managing work and family roles easier for individuals.

What ideas have you gleaned from this activity that can help you become a more effective **leader?**

What ideas have you gleaned from this activity that can help you become a more effective **follower?**

What ideas have you gleaned from this activity that can help you become a more effective **family member?**

What skills were discussed in this activity that can be important to you in the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

If you were going to initiate a project to improve school-community spirit in your school district, what would you choose to do?

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT H: LEADERSHIP AND CITIZENSHIP

COMPETENCY: 17.00 Work with others informally to accomplish group goals. (6)

OBJECTIVE: 17.02 Use interpersonal communication skills to accomplish group goals. (2)

(FOR TEACHER USE)

TIME: ______________________ Minutes/Hours

RESOURCES: ______________________ Page Nos.____

RESOURCES: ______________________ Page Nos.____

MEDIA: ______________________

IMPROVING COMMUNICATION SKILLS

Good communication skills will help you prevent misundertandings and tension. Your ability to communicate is important to your effectiveness as a leader and as a follower. You are a leader even if you think of yourself as a follower. You lead when you initiate a conversation. You lead when you teach a table game to a friend. You lead in your Home Economics class sometimes and in extracurricular activities also.

Every person uses verbal and non-verbal communication. Verbal messages are sent through spoken and written words. Non-verbal messages are sent with body language such as a smile, crossing the arms, and making eye contact.

Examine the following communication styles. Some styles represent **appropriate** behaviors and some represent **inappropriate behaviors.** Evaluate each statement, please. Place an **A in front of** those that seem appropriate. Place an I **in front of** those that seem inappropriate. (Refer to Learn, Grow, Become, FHA/HERO Edition. Pp, 141-155 for 8 transparency masters.)

______One who suggests or proposes new ideas is an **initiator.**

______One who tries to assert authority or superiority by manipulating is a **dominator.**

______One who yields his/her own position and admits error or offers to meet halfway is a **compromiser.**

______One who impedes the progress of the group is called a **distractor.**

______One who can restate the discussion of the group in a clear, brief, meaningful way is a **summarizer.**

Here are some tips to help you practice effective communication in any setting:

1. An effective leader maintains **direct eye contact, smiles, and stands straight**. He or she avoids slouching.
2. An assertive leader expresses feelings **honestly and directly**. He or she can say "no" without putting other people down and without being forceful or hostile.
3. Positive first impressions are created by people who communicate a **positive attitude, listen carefully, and practice good grooming.**
4. If you need to become a better listener, you must **concentrate** on what is being said. If you try to imagine what the other person is thinking, interrupt to voice your opinion, or start planning what you will say next, you tend to lose your train of thought and thus the message.
5. An effective leader has the ability to see things from another's point of view which is known as **empathy.**
6. If you want to send the right messages, try to be **calm and self-assured**, think about how you sound, and think before you speak.
7. There will be many times when you need to express a difference of opinion. It is quite acceptable to say, in a pleasant tone of voice, "I disagree with that because..."
8. Effective leaders are confident and cooperative. They communicate with their followers. They are not **critical** of others.

THINK ABOUT COMMUNICATIONS!

Analyze the tips above to help you practice communication in any setting.

- Circle the number of the 5 tips that would be **most** helpful in a family setting.

1 2 3 4 5 6 7 8

- Circle the number of the 5 tips that would be **most** helpful in a work setting.

1 2 3 4 5 6 7 8

- Circle the number of the 5 tips that would be **most** helpful in a leadership setting in class if you were in charge of a committee that had been assigned a report.

1 2 3 4 5 6 7 8

- Circle the number of the 5 tips that would be **most** helpful in a social setting--such as planning a party for Friday night.

1 2 3 4 5 6 7 8

COMMUNICATING IN GROUP SETTINGS

This is an appropriate time to think about **"Spread the Word,"** one of the FHA/HERO Competitive Events. Through planned efforts to communicate, you can help others learn more about your FHA/HERO Chapter.

Most people have to communicate to a group by making a presentation sooner or later. Now is a good time to practice those skills. Tell your teacher that you would prefer--

- **Handout 1:** A persuasive presentation (may be written) or--
- **Handout 2:** A prepared speech or--
- **Handout 3:** An extemporaneous speech

These handouts will guide you as you prepare your presentations.

HANDOUT 1

A PERSUASIVE PRESENTATION

Your task is to prepare a written persuasive presentation. The purpose of a **persuasive** presentation is to convince others to believe as you do--or to share your opinion. Persuasive writing is found in newspaper editorials, political speeches, and advertisements. Persuasive essays by nature contain material that is opinionated and which people are likely to disagree with. If you wish to be persuasive, you must include **specific details to support your claims**. Let your audience know that you have **researched the facts by supplying statistics or even supporting views from reliable experts on the subject**.

A **sound opinion** is one which is consistent with known facts. In order to decide whether opinions reflect sound reasoning, one must use **logic**.

Avoid words that are emotionally charged and deliberately misleading. This is **propaganda**. Avoid labeling people in a group or assigning them certain characteristics because they belong to the group. This is called **stereotyping** and has nothing to do with facts. If you are caught using propaganda or stereotyping people, you will lose your credibility--and thus your power of persuasion. Remember that persuasive people use **facts and logic** to get their opinion across to others.

When you sit down to begin a persuasive task, these tips should help you:

. Make an **outline** for your essay.

. Write a **rough draft** while the ideas and opinions are fresh in your mind.

. **Proofread** your essay, and **ask another person for reactions** before writing the final draft. Remember that a speech--whether written or verbal--has three parts. Do include:

An introduction to get the attention of the reader.
A body which clearly states your message.
A closing to focus on the main idea you wish to leave.

PRACTICE YOUR POWER OF PERSUASION

Southern High FHA/HERO wants to have a fund-raiser for charity in the school gymnasium. Write a letter to the principal persuading him/her to allow this activity. Suggested length: 200-300 words. Or--

Southern High FHA/HERO plans to publish a chapter newsletter. Write a persuasive "Letter to the Editor" on a current concern of FHA/HERO members. You may select a concern of particular interest to you.

HANDOUT 2

A PREPARED SPEECH

Do you get butterflies when you think of standing in front of a group to give a speech? Remember--the worst thing to fear is fear itself. Make up your mind to present your speech and present it well. When you stand in front of your audience--probably your classmates--swallow one time to moisten your throat, stand up tall with your best posture, make eye contact, smile, and begin talking. The first sentence is always the hardest one to get out of your mouth. If you fear making speeches, you are not alone. **You are in charge of your behavior, right? Get going!!**

The purpose of a good speech may be to inform, influence, or entertain. When you choose a topic that is interesting to the audience, you have the ball in your court. You have something to say and they want to hear it.

A formal presentation--following a logical sequence--is known as a **prepared speech**. An informal talk delivered on an assigned topic with a minimum of advanced preparation is an **extemporaneous speech**. Most people consider it easier to present a prepared speech. When you plan either type of speech, break it down into three parts: 1) the introduction 2) the body and 3) the closing.

The **introduction** is to get the attention of the audience. Think of something creative or clever. Use a gimmick. Some people use music--a recording will do. You do not have to be your own trumpeter. You know what attracts your attention; use the same "attention-getters" on others.

The **body** of a speech is used to tell the audience what you think. The body includes your message; it uses facts and maybe figures to make the message believable. You may even use quotes by other people.

The **closing** is to summarize the main points and focus on the main idea you wish to leave with your audience.

As you present your speech, try to use **body gestures** to keep the audience focused on what you are saying. Facial expressions, hand motions, and body motions used appropriately add significantly to your speech. One student said it this way to a friend, "When you speak, act like you like us." The speaker used the suggestion by smiling more and maintaining good eye contact. She won first place in the Regional FHA Competitive Events and hugged that trophy all the way home.

(page 1 of a 2 page handout)

TALK WITH YOUR FRIENDS A MINUTE!

Review aloud some of your favorite tips mentioned **above** that will help you make the best prepared speech you can.

GET STARTED!

Prepare to present a 3-5 minute speech on any topic that affects or is of interest to teenagers. (This will be a winner! Remember the tip that states "Talk about something of interest to your audience.")

or

Present a 3-5 minute speech on the value of FHA/HERO in your school.

WINNING TIPS!

When you make a speech, please remember to:

- Be **enthusiastic** and **confident.**
- Use **gestures** to convey attitudes and moods, to emphasize specific thoughts, and to express thoughts or feelings.
- Make **eye contact.**
- **Smile** at the audience. Let them know you like them!
- Demonstrate **good posture.**

(page 2 of a 2 page handout)

HANDOUT 3

AN EXTEMPORANEOUS SPEECH

A talk delivered on an assigned topic with a minimum of advance preparation is an **extemporaneous speech**. An extemporaneous speech differs from a persuasive speech or a prepared speech in that it is not written down in full detail. Like any other speech an extemporaneous speech has an introduction, a body, and a conclusion. The introduction will hopefully **grab their attention,** the body tells the audience **what you think,** and the conclusion **summarizes the main points and focuses on the thought that you want your audience to remember.**

Mary, who is treasurer of FHA, presented an extemporaneous speech about the need for the chapter to have a fund-raising activity. She informed the chapter of the exact amount of money in the treasury and the total amount of money that was spent in the last six months. Even though she had little preparation time, she was able to use **statistics** in her speech to make it believable.

When you make a speech, please remember to:

. Be **enthusiastic** and **confident.**

. Use **gestures** to convey attitudes and moods, to emphasize specific thoughts, and to express thoughts or feelings.

. Make **eye contact.**

. **Smile** at the audience. Let them know you like them.

. Demonstrate **good posture.**

IT IS TIME FOR PRACTICE!

Present an extemporaneous one-minute talk about yourself, using the situation below:

You have just been informed by your instructor that you are to meet a new chapter member at the airport at 8:00 p.m. You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

or

Present an extemporaneous one-minute talk using the situation below:

You have just been informed that you have won first place in a state FHA/HERO proficiency of your choice. Accept your award and state how this event affects your life.

Personal assessment: I completed _____of the three activities above.

Name at least 2 technologies that could be used to improve interpersonal communication.

What skills have you learned from this experience that can help you be a more effective **family member?**

What skills have you learned from this experience that can be important to you in the **world of work?**

What skills have you learned from this experience that can help you develop as a community citizen?

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT H: LEADERSHIP AND CITIZENSHIP

COMPETENCY: 18.00 Use parliamentary law to accomplish group goals. (4)

OBJECTIVE: 18.01 Examine organizational rules. (2)

(FOR TEACHER USE)

TIME: ________________________ Minutes/Hours

RESOURCES: ________________________ Page Nos.____

RESOURCES: ________________________ Page Nos.____

MEDIA: ______________________________

INTRODUCTION

The following activity has been developed to help you examine **organizational rules**. Since FHA/HERO is the vocational student organization (VSO) for students enrolled in Home Economics classes, FHA has been selected for you to study. Hopefully you will compare FHA to another organization in your school--such as your student council--and compare the two organizations for similarities and differences. Use what you learn as a basis for examining **rules of other** organizations that you might consider joining later in life.

The **rules** of most organizations are divided--for the sake of convenience--into constitution, by-laws, rules of order, standing rules, rituals, and symbols.

PLAY FHA-GO!

DIRECTIONS: Study the FHA/HERO Facts below. Prepare a bingo playing card by drawing lines on a sheet of paper to create 5 squares across and 5 squares down. Select 25 **different** words and phrases from the **bold type** to randomly fill in the 25 spaces on the bingo card. You will need playing pieces such as bingo chips, M&Ms, dried beans, or paper chips to cover answers as they are called. The game can then begin. You can determine what makes a winner--5 squares across, 5 squares down, 5 squares diagonally, four corners or a cover-all are popular choices. Plan ahead and have small prizes for winners. "White elephants" will be acceptable. A **caller** will be needed to read the questions--omitting the answers/bold type. Players are supposed to recognize the correct answer on their playing card. Some answers can be used more than one time, so listen up.

1. The official flower of the Future Homemakers of America (FHA) is the **red rose.**

2. The official colors of FHA/HERO are **red and white.**

3. The motto of FHA is **"Toward New Horizons."**

4. The **eight** purposes of FHA are described in the Emblem Ceremony.

5. FHA stands for **Future Homemakers of America.**

6. HERO stands for **Home Economics Related Occupations.**

7. The ceremony used to start an FHA/HERO meeting is the **Opening Ceremony.**

8. The eight sides of the FHA/HERO emblem represent the eight **purposes.**

9. The FHA/HERO Creed is repeated during the **Closing** Ceremony.

10. The **purpose** of the Installation Ceremony is to officially place the officers in "command."

11. The duties of officers are explained in the **Installation** Ceremony.

12. The FHA/HERO **Creed** explains what members believe. It is repeated during the Closing Ceremony.

13. The goals of FHA/HERO are explained during the **Emblem** Ceremony.

14. The outgoing president relinquishes **the gavel** to the incoming president during the Installation Ceremony.

15. The officers of FHA/HERO take the **pledge** of office during the Installation Ceremony.

16. The FHA colors are **explained** during the Emblem Ceremony.

17. The **motto of FHA** is explained during the Emblem Ceremony.

18. A good organization which promotes effective leadership will have **regular meetings.**

19. An important reason for becoming a good leader is to develop leadership skills which are **needed in all fields.**

20. One who accepts and performs the responsibility of leading as well as being a responsible worker in the group is **a good leader.**

21. Leadership skills developed in FHA can also be used in **civic organizations.**

22. Being a member of FHA helps students make new **friends.**

23. To be a member of FHA, you must be currently enrolled in or have been previously enrolled in a **Home Economics class.**

24. A poor member of any organization lets others do all the **work.**

25. A productive member is willing to give constructive criticism for the **good of the organization.**

26. Four important values supported by FHA are **truth, love, security, and faith.**

27. The red rose represents **beauty in everyday living.**

28. The red in FHA represents **courage.**

29. The white in FHA represents **purity.**

30. A statement which tells why FHA exists is called its **mission.**

31. FHA is the only in-school student organization whose central mission is **the family.**

32. FHA is an **integral part** of the Home Economics curriculum.

33. FHA encourages the development of **skills for life.**

34. One way to identify a chapter's interests and concerns is through **brainstorming.**

35. One quick way to reach more FHA members and involve them directly in cooperative efforts is to plan **class-level activities.**

36. FHA planning steps should involve **all members.**

37. A goal that is within the capabilities of the person or group proposing it is a **realistic goal.**

38. Goals of individuals and organizations that have existed over an extended period of time are known as **long-term goals.**

39. Goals divided into short and long-term categories enable one to make immediate gains that are related to the **big goal.**

40. When establishing short-term goals, it is important to consider your personal **strengths and weaknesses.**

41. One example of a long-term goal for a high school freshman or sophomore is **to run for an office** in FHA/HERO, student council, or a class office prior to his or her senior year.

42. To **prioritize** a set of organizational goals means to rank the goals in the order of importance.

43. Effective leaders must also be effective time-managers. They must never try to save time by giving up **sleep.**

44. Procrastination is not considered good **time management.**

45. It is important to take **"time outs"** to think about your work and ask yourself if you are being efficient.

46. Setting priorities helps you decide which tasks should be done **first.**

47. Alex is memorizing his poem for English class while he prepares a poster to advertise a club project. This is an example of **dovetailing** required assignments with extra-curricular assignments.

TALK ABOUT IT!!

1. Briefly explain at least five traits needed to be a member of an organization.

2. Have you known anyone who was almost "tricked" into a cult or gang? What will you want to know about any organization before you join?

3. How can individual/organizational activities help you apply decision-making skills?

4. In what ways are the characteristics needed to be an effective member of an organization like those needed to be an **effective member of a family?**

5. In what ways are the characteristics needed to be an effective member of an organization like those needed to be an **effective employee?**

6. Write a news article telling how organizational memberships can help prepare you for work and family life. Try being creative and persuasive. Use ideas from the facts above, if you wish.

7. In what ways can memberships in youth organizations help prepare you for **adult roles** and **life-long citizenship?**

Personal assessment: I completed _____of the seven activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

Name some technologies that could be used to make leadership roles easier to perform. Tell how the technologies could make managing multiple roles (work and family) easier.

After studying the rituals and symbols of FHA/HERO, name some rituals and symbols used by families. Example: A prayer before meals or celebrating birthdays are **rituals** in some families. A coat of arms, or a household object--such as a piece of furniture--passed from one generation to the next might be a family **symbol**.

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills mentioned in this activity can be transferred to the **world of work?**

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

COURSE: TEEN LIVING
(Work and Family Supplement)

UNIT H: LEADERSHIP AND CITIZENSHIP

COMPETENCY: 18.00 Use parliamentary law to accomplish group goals. (4)

OBJECTIVE: 18.02 Demonstrate handling organizational business. (2)

(FOR TEACHER USE)

TIME: ______________________________Minutes/Hours

RESOURCES: ______________________________Page Nos.____

RESOURCES: ______________________________Page Nos.____

RESOURCES: LEARN, GROW, BECOME, State Dept. of Voc. and Tech. Ed., Stillwater, OK 74074, pp. 81-122.

TEACHERS RESOURCE GUIDE, SKILLS FOR EVERYDAY LIVING, Goodheart-Willcox, pp. 48-49.

MEDIA: ____

PARLIAMENTARY PROCEDURE

. The etiquette for conducting business meetings is **parliamentary procedure**. Parliamentary procedure, based on parliamentary law, **ROBERT'S RULES OF ORDER NEWLY REVISED**, is a **democratic** process whereby the **rights of every member** are protected. Even members who are not present are protected because a business meeting cannot be conducted unless a **quorum** is present. A quorum is a specified number of members, stated in the bylaws, of the organization. Some groups consider 1/2 the membership a quorum; some groups consider 2/3 of the membership a quorum. The important fact to remember is that a quorum **protects the group** against a few people getting together to transact important business without respecting the wishes of the majority. Use of basic parliamentary procedure insures that decisions are based on the wishes of **the majority.**

. A small group of people designated to perform a specific function is a **committee**. It is usually easier to work out small details in committees than for a large group to work through the details. A committee usually works out details and brings major decisions back, by resolution, to the membership for a vote.

. The presiding officer who is **elected** to the office by the membership is called the **president**. A **general term** for the presiding officer who is **appointed** to the office is the **chair.**

Why should you learn parliamentary procedure?
How might it benefit you as a member of--
- Other school groups?
- Civic organizations?
- Religious groups?
- Professional organizations related to work?
- As a member of the North Carolina General Assembly?
- As a member of the Congress of the United States?

From the following list select purposes of parliamentary procedure. Place **P** (for purpose) in the blank in front of each statement that is a purpose of parliamentary procedure. Place **NP** (not a purpose) in the blank in front of each of the three statements that are not purposes of parliamentary procedure.

_____Democracy in action.
_____Injustice for all members.
_____Minority rule.
_____Pursuing only one main motion at a time.
_____Protecting the rights of all members.
_____Maintaining an orderly meeting.
_____Showing partiality to some members.
_____Restraining speakers within the limits of rules.
_____Respecting the quorum established by the bylaws.

PREPARING AN AGENDA

Facts you should know before you begin:

1. An agenda (more formally called "order of business") is essential for an orderly and productive meeting. **An agenda is a plan which tells both the leader and the group what is to be discussed during the meeting.** It also helps to keep everyone on target.

2. The following outline can be used as a guide in planning an agenda/order of business:

    A. **Opening exercises.** (These might include a thought for the day, an opening ceremony--such as the one used for FHA/HERO, the Pledge of Allegiance, or roll call.)

    B. **Call to order.**

    C. **Reading of the minutes**--including the approval or corrections.

    D. **Report of the treasurer.**

    E. **Officers' reports.** (If an officer does not happen to have anything to report, he/she will not need to be heard. If called upon, he/she may say, "I do not have a report.")

    F. **Report of those standing committees** (committees named in the bylaws) which need to be shared.

    G. **Report of those special committees** (committees appointed for special tasks such as to plan a dance, get donations for a food basket, etc.) which need to be heard.

    H. **Call for unfinished business.**

    I. **Call for new business.**

    J. **Call for announcements.**

    K. **Adjourn the business meeting.**

    L. **Introduce the program**, if one is to be given. (Some organizations have the program first. This makes it possible for a guest speaker to leave after he/she has finished the presentation.)

    M. **Serve refreshments and conduct social activities.** (Some organizations have refreshments placed on a buffet to be served as members arrive. This makes it easier for members who need to leave after the meeting.)

3. When you plan an agenda, **include only those steps needed to accomplish your goals**. Certainly, you will not need to include all of the steps listed above in every agenda.

4. **Try to make the written agenda available to all meeting participants.** If you do not wish to make printed copies, try writing the agenda on the chalkboard or a poster so it will be visible to all.

ASSIGNMENT: WATCH FOR ERROR(S)!!

Your local chapter of FHA/HERO is having the first meeting of the year. You are in charge of planning the agenda. Your **task** is to make a copy of the agenda, listing all items **in an appropriate order**. The following items should be included. Your task is to **arrange these items in an appropriate order.** You may copy the items on a sheet of paper **in order**, or you may copy each of the items on a separate index card--or paper about the size of an index card. **The last suggestion makes it easy** to shuffle the items around when changes are necessary.

Agenda #1:
A thought for the day will be given.
The pledge of allegiance to the flag will be made.
The FHA/HERO Opening Ceremony will be used. (Remember the call to order is included in the FHA Opening Ceremony.)
The treasurer will give the financial report.
The secretary will read the minutes of the last meeting.
The Family Wellness Committee (a special committee) will report.
Each of the standing committee chairs will report. (If you do not know the names of these committees, ask your teacher/adviser for a copy of the "FHA By-Laws.")
Officers will give their reports.
A call will be made for new business.
A call will be made for unfinished business.
The business meeting will be adjourned.
Refreshments will be served after the meeting.
A call will be made for announcements.
The date of the next meeting will be set.
Mike Hutaff, a member of FHA/HERO, is in charge of the program. He is the chapter parliamentarian and has planned a parliamentary procedure workshop.

AGENDA #2:
The Program of Work Committee is having a meeting to choose three projects for the year. You must plan an agenda which will get the following tasks done efficiently: **(Arrange these business items in a proper order.)**

The secretary will read the minutes of the last committee meeting.

The date, time, and place for the next committee meeting will be set.

Committee members will be given special assignments to complete prior to the next meeting.

Each committee member will be called upon to report on developments since the last meeting.

A call for a motion stating the three projects to be submitted to the membership will be made.

Committee members will vote on the motion.

The meeting will be called to order.

The meeting will be adjourned.

The date of the next meeting will be set.

EVALUATION:

Compare your prepared agendas with your classmates. Discuss the reasons for your decisions/differences. Ask your teacher for her/his opinions. Volunteer to help the FHA president or an FHA committee chair prepare an agenda for a future meeting/activity. Ask your teacher to review the agenda before the next meeting.

METHODS OF VOTING

. There are **seven methods of voting**:

.**Voice vote** - Members vote by saying "Aye" or "No."
.**Show of hands** - Members vote by raising their hands.
.**Rising vote** - Members vote by standing.
.**Ballot vote** - Members cast a secret, written vote.*
.**Roll call vote** - Members vote when their names are called.**
.**Voting by mail** - Members send in their vote by mail.
.**Proxy Voting** - A power of attorney given by one person to another to vote in their stead.

*This can be done electronically as in voting booths.

**This can also be done electronically as in the U.S. Congress. Because your congressmen have voting machines at their designated chairs, they can register a roll call vote via their voting machines. Votes are recorded and you as citizens can check their voting records when you wish to see how they are representing you.

. The term for transacting business without a motion and a vote is **general consent**. This method is sometimes used to speed up the transaction of business when everyone obviously agrees on the issue.

. When a member disagrees with a voice vote decision as declared by the chair, he or she can call for a **division.** A division means an exact count of the votes will be taken, by asking the members to vote by a **show of hands** or a **rising vote.**

WHAT HAVE YOU LEARNED?

Using the methods of voting, answer the following questions:

1. Members vote by saying "Aye" or "No" during a _________.
2. A division of the assembly usually results in members voting by ______ or by _________.
3. A _____________ is conducted when a member's name is called.
4. A power of attorney given by one person to another to vote in his/her place is called a _________________.
5. Two methods of voting which do not require a member to identify the way he/she votes are__________and___________.
6. Two methods of voting which do not require a member to be present to vote are____________and_____________.
7. While not a method of voting, some decisions when all members seem agreeable are declared by _______________.

DEMONSTRATE THE STEPS FOR MAKING AND PROCESSING A MOTION

. The purpose of a **main motion** is to **place information before the body** for consideration.

. A **main motion** has 8 parts, which are as follows:

Part 1: A member who wishes to speak **obtains recognition** from the chair.
Example: "Mister President."

Part 2: The chair **recognizes the member** by name, if possible, which gives the member permission to speak before the group.
Example: "Sue Smith."

Part 3: A motion is stated by the member recognized. The first words of a motion must be **"I move that..."**
Example: "I move that this FHA Chapter adopt a reading readiness project that will introduce reading to pre-school children."

Part 4: After a motion has been made, it must receive a **second** from another member.
Example: "I second the motion." (The member who seconds a motion does not have to obtain recognition from the chair before speaking.)

Part 5: The motion is **repeated** by the chair/president so all members understand the motion. An **invitation to discuss/debate** the motion is made.

Example: "The motion is to adopt a reading readiness project that will introduce reading to pre-school children. Is there any discussion?"

Part 6: A **discussion/debate** of the motion by all members who wish to speak for/against the issue will follow.

Example: "I am opposed to this project. Parents should do this for their children." Or...

"I support this project because many parents cannot read to their children."

Part 7: A **vote** on the motion will be conducted by the presiding officer after sufficient time has been allowed for debate.

Example: "Those in favor of the motion to adopt a reading readiness project that will introduce reading to pre-school children please say 'Aye.' (Pause for ayes to be heard.) Those opposed to the motion will please say 'No.' " (Pause for the nos to be heard.)

Part 8: An **announcement** of the voting results will be made by the presiding officer.

Example: "The motion **carried/lost."**

. Parliamentary procedure allows changing or modifying a main motion by a procedure called an **amendment.** There are three ways to amend a motion:

1. **Inserting words or adding words.**

Example: "I move that this FHA Chapter adopt a reading readiness project that will introduce reading to pre-school children (insert these words) **whose parents cannot read.**"

2. **Striking out words.**

Example: "I move that this FHA Chapter adopt a reading readiness project that will introduce reading to (strike out these words) **pre-school** children."

3. **Striking out and inserting words.**

Example: "I move that this FHA Chapter adopt a reading readiness project that will introduce reading to (strike out these words) **pre-school** children (add these words) **of all ages whose parents cannot read or who are not at reading level.**"

LET'S PRACTICE!

Directions: Try to work in groups of five or six members to complete these exercises.

1. As the meeting was being conducted, James stood and began to talk about a new project that had come to mind. What was his **first** error?

   a. He failed to state the project in the form of a motion.
   b. He should not have planned the project.
   c. He did not seek recognition by the chair.
   d. His motion did not receive a second.

2. During an FHA/HERO meeting, the question arises about setting up a display in the school to publicize the organization and recruit new members. Identify someone in your group to act as the chair, and demonstrate the eight steps for making and processing a motion about this activity.

3. During an FHA/HERO meeting, the question arises about attending the State Fair to view exhibits related to work and family. Identify another person in your group to act as the chair, and demonstrate the eight steps for making and processing a motion about this activity.

4. Repeat #2 and #3 above, but plan to amend the motions this time. Rotate the chair each time to give more students experience in chairing a group.

5. Identify another person in your group to act as the chair. Decide on a question of interest to your group, and demonstrate the 8 steps for processing a motion.

6. Repeat #4 above until each member in your group has acted as the chair.

7. Those who wish to learn more about parliamentary procedure or participate in that competitive event can ask their teacher for a copy of Appendix III, pp. 308-319.

Personal assessment: I completed _____of the six activities above, or _____% of the assignment. (To determine percentage, **divide** the number of items **completed by** the **total number.**)

Tell how technologies could make managing leadership roles easier or more effective.

What skills have you learned from this activity that can help you be a more effective **family member?**

What skills have you learned from this activity that can be important to you in the **world of work?**

The workplace know-how identified by SCANS says the following **competencies, skills,** and **personal qualities** are needed for **solid job performance**. Place a **check** beside those you had an opportunity to practice/observe in this lesson.

COMPETENCIES. Effective workers can productively use:

_____**Resources:** Allocating time, money, materials, space, staff;
_____**Interpersonal Skills:** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
_____**Information:** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
_____**Systems:** Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
_____**Technology:** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

_____**Basic Skills:** Reading, writing, arithmetic and mathematics, speaking and listening;
_____**Thinking Skills:** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
_____**Personal Qualities:** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Stage yourself for success by doing further study or practice related to this activity. Create your own assignment!

I **also did** the following that are related to this topic of study:

In the future, I hope to--

BIBLIOGRAPHY

Associated Press. 1993. What's Your College Degree Worth? Wilminton Morning Star, 28 January 1993, Wilmington, NC.

Chamberlain, V. M. . 1990. Teacher's Annotated Edition: Teen Guide. Glencoe/McGraw Hill, Mission Hills, CA.

Committee. 1991. Mission Statement for Consumer Home Economics Education. National Conference for Vocational home Economics Education Administrators, Washington, DC.

Curriculum and Instructional Materials Center. 1988. Learn, Grow, Become. FHA/HERO Edition. Oklahoma State Department of Vocational and Technical Education, Stillwater, OK.

Curriculum Teams, Home Economics Education and VoCATS Support Services Staffs, Division of Vocational Education Services, North Carolina Department of Public Instruction. 1991. VoCATS Course Blueprint Home Economics Education, Teen Living 7015. North Carolina Department of Public Instruction, Raleigh, NC.

DACUM Panel. 1991. Skills Needed to Function Effectively in Contemporary Family Settings. Home Economics Education, Division of Vocational and Technical Education Services, North Carolina Department of Public Instruction, Raleigh, NC.

Employment Security Commission of North Carolina. 1991. North Carolina Preliminary Coalition Labor Force Estimate April 26, 1991. Employment Security Commission of North Carolina, Raleigh, NC.

Felstehausen, G. and J. B. Schultz. 1991. Work and Family: Educational Implications. Teacher Education Section, American Home Economics Association. Reston, VA.

Foster, J. A., Herring, B. M. , Hogan, M. J., Gieseking-Williams, A. G. 1990. Creative Living. Glencoe Publishing Company, Mission Hills, CA.

Future Homemakers of America. 1991. Power of One. Future Homemakers of America, Inc. , Reston, VA.

Hodgkinson, H.. 1984. Setting the Scene: Families and Work, Keynote Address 1984, American home Economics Association (Audio Cassette). Audio Transcripts, Alexandria, VA.

Parnell, F. B. 1988. Teacher's Resource Guide for Skills for Everyday Living. Goodheart-Willcox Company, Inc., South Holland, ILL .

Robert, H. M. 1991. Roberts Rules of Order Revised 1971. William Morrow and Company, Inc., New York.

Segraves, D., Carrick, M., Pence, D., Brixey, B., James, C., Knight, R., Gregory, L., and P. Kellner. Impact of Technology on the Family. Mid-America Vocational Curriculum Consortium, Oklahoma.

Secretary's Commission on Achieving Necessary Skills, U. S. Department of Labor. 1991. What Work Requires of Schools. U. S. Department of Labor, Washington, DC.

Secretary's Commission on Achieving Necessary Skills, U. S. Department of Labor. 1993. Teaching the SCANS Competencies. U. S. Department of Labor, Washington, DC.

Staff. 1992. 1992-94 NC-FHA/HERO Competitive Events Manual. Home Economics Education, Division of Vocational and Technical Education Services, North Carolina Department of Public Instruction, Raleigh, NC.

VoCATS Support Services Staff. 1992. VoCATS Test Item Bank, Teen Living 7015. Divison of Vocational Education, North Carolina Department of Public Instruction, Raleigh, NC.

Take the Lead Project Sheet

Name ______________________ Project ______________ Date __________

Take the Lead Wish List
To start thinking about a project for *Take the Lead*, check your wishes on the following list.

I wish—
___ I could lead a group discussion.
___ I could teach others a specific skill.
___ I were ready to run for chapter office.
___ I could speak up and express my ideas.
___ I were comfortable speaking before groups.
___ I could prepare and deliver a successful speech.
___ I could organize and lead groups working on a project.
___ I could lead a group that is making a decision.
___ I could conduct a workshop.
___ I could help a group decide on policies.
___ I could chair a committee.
___ I felt ready to run for district, state or national office.
___ I could write news articles or press releases.
___ I could appear on radio or television.
___ I could stand up to peer pressure.

Identify your concern
My top concern is...

Set your goal
I hope to accomplish the following:

Form a plan
Summarize your plan below.

Who:

What

When:

Where:

How:

Resources: Attach a separate sheet listing **people, publications** and **community agencies** that can help you with your project.

Reproducible Worksheet © *Future Homemakers of America, Inc.*

Take the Lead

Take the Lead Project Sheet - 2

Proposed Project Checklist
Share this checklist with your adviser and/or evaluation team **before** starting your project.

Is the goal realistic for available time? ___yes ___no
Is it an in-depth project? ___yes ___no
Is the project related to the unit topic? ___yes ___no
Is the member assuming full responsibility for the project? ___yes ___no
Is the project plan complete and clearly stated? ___yes ___no
Will the project be the work of one individual? ___yes ___no
Are the planned activities meaningful and significant to the project? ___yes ___no

Answers to all questions should be "yes" for member to proceed.

Revisions suggested:

Adviser Signature ______________________ Date __________

Act
Complete your project.

Follow up
To complete your project, answer the questions below.

What were the most successful parts of your project?

What would you change if you repeated the project?

Follow-up checklist (to be completed by adviser and/or evaluation team)

Did the student—
achieve the original goal? ___yes ___no
complete all planned activities? ___yes ___no
devote in-depth effort to the project? ___yes ___no
complete the project alone? ___yes ___no

Answers to all questions must be "yes" for approval of project.

Adviser Signature ______________________ Date __________
Reproducible Worksheet © *Future Homemakers of America, Inc.*

APPENDIX II

THE CONVENTIONAL CLASSROOM COMPARED WITH THE SCANS CLASSROOM

FROM THE CONVENTIONAL CLASSROOM	TO THE SCANS CLASSROOM
Teacher knows answer.	More than one solution may be viable and teacher may not have it in advance.
Students routinely work alone.	Students routinely work with teachers, peers, and community members.
Teacher plans all activities.	Students and teachers plan and negotiate activities.
Teacher makes all assessments. Information is organized, evaluated, interpreted and communicated to students by teacher.	Students routinely assess themselves. Information is acquired, evaluated, organized, interpreted, and communicated by students to appropriate audiences.
Organizing system of the classroom is simple. One teacher teaches 30 students.	Organizing systems are complex. Teacher and students both reach out beyond school for additional information.
Reading, writing, and math are treated as separate disciplines; listening and speaking often are missing from curriculum.	Disciplines needed for problem solving are integrated. Listening and speaking are fundamental parts of learning.
Thinking is usually theoretical and "academic."	Thinking involves problem solving, reasoning, and decision making.
Students are expected to conform to teacher's behavioral expectations; integrity and honesty are monitored by teacher; students' self-esteem is often poor.	Students are expected to be responsible, sociable, self-managing, and resourceful. Integrity and honesty are monitored within the social context of the classroom. Students' self-esteem is high because they are in charge of own learning.

Copied from: LEARNING A LIVING: A BLUEPRINT FOR HIGH PERFORMANCE. A SCANS Report for AMERICA 2000. SCANS. April 1992, p. 42.

Note: This activity will be helpful for officer training and for preparing a parliamentary team for competitive events.

COURSE: ALL HOME ECONOMICS COURSES

UNIT TITLE: LEADERSHIP AND CITIZENSHIP

COMPETENCY: #26.00 Statement: Demonstrate techniques for conducting a meeting.

OBJECTIVE(S): #26.04 Demonstrate the steps for making and processing motions.

(FOR TEACHER USE)

TIME: ______________________________ Minutes/Hours

RESOURCES: ______________________________ Page Nos. _____

RESOURCES: ______________________________ Page Nos. _____

MEDIA: ______________________________

RESOURCES: 1992-94 NC-FHA/HERO COMPETITIVE EVENTS MANUAL, Home Economics Education, NCDPI, pp. 70-73.

LEARN, GROW, BECOME, State Dept. of Voc. and Tech. Ed., Stillwater, OK 74074, pp. 81-122.

TEACHERS RESOURCE GUIDE, SKILLS FOR EVERYDAY LIVING, Goodheart-Willcox, pp. 48-49.

PARLIAMENTARY PROCEDURE

Let's pretend for a moment that you want to learn more about parliamentary procedure because it will help you feel comfortable when participating in FHA, school clubs, and other group activities. You and a group of your friends are also thinking of participating in the Regional FHA Competitive Events. What will you need to know?

First, you must have a team of four to eight members, including a **president** who will serve as the presiding officer, a **secretary**, a **treasurer**, and up to five others who will serve as chapter members.

The demonstration of parliamentary procedure will consist of--

. A 15-20 minute demonstration of a complete meeting from "call to order" to "adjournment" (gavel to gavel); and

. A 5-10 minute question and answer period with the judges and participants on parliamentary law.

The following areas (**printed in bold**) must be covered during the 15-20 minute demonstration. Practice parliamentary procedure and learn as you perform this skit! Assign the following roles:

President
Secretary--also Member 1
Treasurer--also Member 2
Member 3
Member 4
Member 5
Member 6
Member 7

Opening Ceremony
President: (Stands and gives a rap with the gavel signaling the officers and members to stand and says:)

"We are the Future Homemakers of America. Our mission is to promote personal growth and leadership development through home economics education."
Officers: (The secretary and treasurer are the officers in this particular skit. Your chapter may have other officers such as vice-president, reporter, etc.) "Focusing on the multiple roles of family members, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation."

Members: (This means members 3-7 in this skit. In your chapter, it means all members.) "As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service."

President: "The__(state the name of your chapter here)__Chapter of Future Homemakers of America is now in session. You may be seated." **(This statement is "the call to order.")**

President: "Please listen as the secretary reads the minutes of the last meeting." (The President/Chair/Presiding Officer always sits when minutes and treasurer's statement is read, or when committee chairs or officers make their reports. The attention **should be focused** on those making the reports. If the presiding officer continues to stand, he/she competes for the attention of the group.)

Secretary's Report (to be read aloud)

Secretary:. (Stands and reads minutes of last meeting which should include: 1) kind of meeting (regular, special, annual, etc.) 2) name of the organization 3) date, place of meeting 4) presiding officer 5) approval of minutes 6) summary of treasurer's report 7) a statement of all main motions and the names of the persons who made the motions 8) a statement which tells whether the motion was carried or lost 9) points of order 10) points of appeal, if any were made 11) all other motions not lost or withdrawn 12) roll call votes, if any 12) adjournment. The minutes read by the secretary might sound like this: (You may change the names used and insert those of your own members as you read, if you wish. This could make the skit more interesting.)

Secretary: "A regular meeting of the John T. Hoggard Chapter of Future Homemakers of America/Home Economics Related Occupations was held in room 108 on (__yesterday's date__) with Derrick Hale presiding and Monica Whitley acting as secretary. The minutes of the previous meeting were read and approved. The treasurer, Harvey Boles, reported the payment of $15.50 for decorations used at the chapter's annual open house leaving a deficit of $3.03 in the treasury.

A motion made by Samantha Goodspeed that the chapter encourage recycling by sponsoring a yard sale which would also raise funds for the treasury carried. Chairs for the various committees were appointed as follows:

Publicity: Gene Smith
Time and Place: Sherry English
Collections: Herika Chavaria
Sales: Chung Li

Mary Atwater who will serve as general chair of the committee was asked to clear this activity with Mrs. Bertha Robinson, Assistant Principal who approves school functions for student organizations.

Bill Reavis reported that the committee on Work and the Family will have a full report on its legislative campaign at the next regular meeting.

On a motion made by Linda Poole, the meeting was adjourned at 11:15 A.M."

(Monica Whitley's signature goes here__), Secretary

President: (Stands and says) "You have heard the reading of the minutes. Are there corrections or additions?" (pause)

Member 4: (Stands and says) "Madam President."

Proper recognition of speaker: (While member 4 has asked for the floor, he/she cannot speak until the president gives recognition.)

President: "Member 4." (recognizes and gives this member permission to speak)

Member 4: "The minutes need to include the clean-up committee for the yard sale. Mahalia Pressley is the chair."

President: "That is correct. The secretary will please add the name of Mahalia Pressley as chair of the clean-up committee. Are there other corrections? (Pause) If there are no further corrections, the minutes are approved as corrected."

President: "The treasurer will please report at this time."
(The president should sit while the treasurer reports.)

Treasurer's Report (to be read aloud)

Treasurer: (Stands and gives report which might sound like this.)
"The treasurer has received membership dues from 55 members since the last report. State and national dues have not been paid to the state and national offices, thus the balance in the treasury today is $326.97."

President: (Stands) "You have heard the report of the treasurer. Are their questions? (pause) The report of the treasurer will be filed for audit." (Note: The membership does not vote to accept the treasurer's report. Since money is involved, the school's financial officer who collects and deposits FHA funds is subject to audit. Your group is subject to that same audit.)

President: "Please listen as the Work and Family Committee reports on the legislative campaign."

Committee Report (to be presented by the chair or one whom the chair designates).

Work and Family Committee Chair who is also Member #7: (Stands) "The Work and Family Committee recommends that this chapter initiate a letter-writing campaign. Letters should be written to the President of the United States, our Congressmen in Washington, the Governor of North Carolina, and representatives to both the House and Senate of our state. We plan to have a Soda Sip and Letter-Writing Campaign in room 108 on Thursday after school. Addresses of all officials will be available. White paper and envelopes will be provided for the letters. All participants should provide money to buy stamps for their letters and bring a pen for writing. FHA members are encouraged to bring their friends who are not FHA members. This is a good way to publicize FHA while we encourage others to become active citizens of society. Sample letters will be available for viewing by those who have trouble getting their letters started.

"The purpose of this letter-writing campaign is to encourage people to express their views--pro or con--on family leave, an issue now in debate. Come prepared to express your views. Sodas will be available for sipping as you write."

Rise to a point of information:

Member 5: "Madam/Mister president."

President: "Member 5."

Member 5: "Will you please give the group more information about family leave? What does that mean?"

President: "Member 7, will you please respond to member 5?"

Member 7: "The purpose of family leave is to allow employees to take time off from their jobs to care for members of the immediate family. Some examples include new parents or parents of sick children--both mothers and fathers--who wish to take time off from work to bond with their new baby, or to care for a sick child the opportunity to do so. An employee could take time off to care for a sick parent or any relative living in their household. They may not receive pay for the days away from work, but they will not risk losing their jobs. It is like permission to take days off without severe, negative consequences."

President: "You have heard the report of the Work and Family Committee. Are there questions? (pause) If there are no questions, the report will be accepted." (Notice this was a report. No motion was involved. The group did not vote. They had obviously voted to do this earlier. This report was to present needed information.)

Unfinished business: (To be taken from the minutes. It is the duty of the secretary to bring these issues to the floor.)

President: "Is there unfinished business that should come before the group?" (pause)

Secretary: "Madam/Mister President."

President: "Please listen as the secretary reviews unfinished business."

Secretary: "The yard sale committee needs to report to the group."

President: (To the chair of the yard sale committee who is also member #6) "Are you prepared to report?"

Make a motion:

Member #6: (Stands) "All committees are active and work is on schedule, but we need approval from the group for a date to have the yard sale. On behalf of my committee, I move that we set Saturday, October 27, as the date for the yard sale."

Member #7: (Quickly! Does not need to be recognized by the president.) "I second the motion." (Since this motion came from a committee, it did not need another second, but someone usually seconds the motion anyway. If no one offers a second, the president need not ask for one. The president will simply continue to process the motion without a second.)

President: "You have heard the motion that we set Saturday, October 27, as the date for the yard sale. Is there discussion?"

Amend a motion:

Member 8: "Mister/Madam President."

President: "Member 8."

Member #8: "What if it rains? I move that we amend the motion by adding these words--'with Saturday, November 3, as an alternate date in case of rain.' The motion would then read, 'I move that we set Saturday, October 27, as the date for the yard sale, with Saturday, November 3, as the alternate date in case of rain.' "

Member 4: "I second the amendment."

President: Is there any discussion on the amendment? (Pause)

Member 3: "Mister/Madam President."

President: "Member 3."

Member #3: "Saturday, November 3, is the Homecoming ball. I am afraid that will affect participation in both the yard sale and the ball. "

Call for previous question: (This means the member is ready to vote on the amendment.)

Member #5: "Call for the previous question."

Member 3: "I second the motion."

President: "Those in favor of the call for the question, please say 'aye.' A 2/3 vote will be required." (A 2/3 vote is received.)

President: "Call for question passed."

President: "Let us vote on the amendment, 'We will set November 3, as the alternate date. Those in favor, please say 'Aye.' (Pause) Will those opposed, please say 'No.' (Pause and pretend that the majority of the members voted "No.")

President: "The amendment is lost."

President: "Let us now vote on the main motion."

President: "The motion now on the floor states that our yard sale will be held on Saturday, October 23. No alternate date has been determined. Will those in favor please say 'Aye.' (Pause) Will those opposed please say 'No.' " (Pause and pretend that most of the members voted 'Yes')."

President: "The motion is carried. The yard sale will be held on October 27--rain or shine."

President: "Is there other unfinished business?" (Pause)

President: "If there is no further unfinished business, is there new business?"

Make a motion:

Member 5: (Stands) "Madam/Mister President."

President: "Member 5."

Member 5: "I move that (name of chapter) members volunteer to help serve a meal at the shelter for the homeless in November."

President: "You have heard the motion that chapter members volunteer to help serve a meal at the shelter for the homeless in November."

Member 3: "I second the motion."

President: "You have heard the motion and the second that our members volunteer to help serve a meal at the shelter for the homeless in November. Is there discussion?"

Amend a motion:

Member 4: "Mister/Madam President."

President: "Member 4."

Member 4: "I move that (name of chapter) amend the motion by adding the words 'and contribute canned foods for future use.' "

Member 8: "I second the motion."

President: "You have heard the amendment which states: 'contribute canned foods for future use.' Is there any discussion?" (Pause)

Member 6: "Mister/Madam, President."

President: "Member 6."

Member 6: "Should we limit our contributions to canned foods? Can they accept dried foods, or even some fresh fruits and vegetables such as apples or rutabagas?" (Notice that all motions, questions, remarks, etc., are addressed to the Chair/President/Presiding Officer.)

President: "Would anyone like to speak to this? (Pause)
(Notice that the president chose not to respond to Member 6's question. He/she chose to ask members to respond.)

Amend an amendment:

Member 7: "Mister/Madam President."

President: "Member 7."

Member 7: "I move that we amend the amendment by deleting the words 'canned foods' to state: 'contribute any foods the shelter for the homeless can accept.' "

Member 5: "I second the motion."
President: "You have heard the amendment to the amendment which states that (name of chapter) will 'contribute any foods the shelter for the homeless can accept.' Is there discussion?" (Pause)

Member 8: "Mister/Madam President."

President: "Member 8."

Member 8: "How can we learn what they accept?"

Member 4: "Mister/Madam President."

President: "Member 4."

Member 4: "This is a good idea. The members seem interested. Should we refer this to an ad hoc committee who can obtain the information and report back at our next meeting?"

President: "Would someone like to put this suggestion in the form of a motion?"

Member 8: "Madam President."

President: "Member 8."

Refer to a committee:

Member 8: "I move that we refer this matter to an ad hoc committee who will obtain the needed information and report to us at our next meeting."

Member 4: (Speaks quickly. Does not need recognition to second a motion.) "I second the motion."

President: "You have heard the motion and the second that we refer this issue to an ad hoc committee. Is there discussion?"

Member 3: "Call for the previous question." (This means member 3 wants to vote.)

Member 7: "I second the motion."

President: "Those in favor of referring this issue to a committee, please say 'Aye.' A majority vote will be required. (Pause) Those opposed, please say 'No.' " (Pause) (Please pretend that there is a concern as to whether the ayes have a majority vote.)

Call division of the house:

Member 5: "I call for a division." (This means member 5 wants a counted vote rather than the presiding officer's judgment of whether the motion carried or lost.)

Member 6: "I second the motion."

President: "Will those who are in favor of the motion, please stand? (Ayes stand to be counted.) Will those opposed to the vote, please stand?" (Nos stand to be counted.)

President: "The motion to refer this matter to a committee carries with the necessary majority vote. Member 8, will you please chair an ad hoc committee to contact the shelter for the homeless to determine what foods they can accept from our chapter? Members 4 and 3, will you please serve on the committee?" (Members nod approval.)

President: "Is there other business?"

Rise to a point of order:

Member 3: "Mister/Madam President."

President: "Member 3."

Member 3: "I rise to a point of order. We agreed to appoint a committee to determine what foods the shelter for the homeless can accept, but we have not voted on the motion."

President: "Thank you member 3. What are your wishes?"

Lay a matter on the table: (This means to postpone vote until a future designated time.)

Member 3: "I move that we lay the pending motion and its amendments on the table until we have heard the committee report at the next meeting."

Member 4: "I second the motion."

President: "You have heard the motion and the second. This motion is not debatable. Those in favor say 'Aye.' (Pause) Those opposed say 'No.' (Pause) The motion carried."

President: "The motion to lay the pending motion on the table is now on the floor. Those in favor please say 'Aye.' (pause) Those opposed, please say 'No.' (pause) The motion carries to table the pending motion."

President: "Is there further new business? (No response)"

Member 7: "Mister/Madam President."

President: "Member 7."

Adjournment

Member 7: "I move to adjourn."

Member 5: "I second the motion."

President: "There is a motion and a second that we adjourn.
Those in favor say 'Aye.' (pause) Those opposed, please say 'No.' (pause) The motion to adjourn carried."

Closing Ceremony

President: (Gives a rap with the gavel as a signal to members to stand and says:) "FHA/HERO members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed."

Creed

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and high hope.
For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes,
Homes for America's future.

Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.
We are the Future Homemakers of America.
We are members of FHA and HERO Chapters.
We face the future with warm courage and high hope.

Adjournment

President: "The __(name of your chapter__) Chapter of Future Homemakers of America is now **adjourned.**"

THINK FOR A MOMENT:

1. What is the purpose of parliamentary procedure?

2. Why do most families not use parliamentary procedure when they sit together to make decisions?

3. How can a knowledge of parliamentary procedure be helpful to people in their work?

The ability to communicate is an important family skill. Place a check beside the following skills that will help you grow in leadership and citizenship.

COMMUNICATE

______Talk about problems
______Listen to each other
______Respect others
______Maintain eye-to-eye contact
______Read and respond to nonverbal communication
______Communicate honestly
______Communicate truth
______Maintain self control
______Use normal tone of voice
______Communicate without manipulation
______Express oneself in a non-violent manner
______Conduct family meetings
______Encourage others to talk
______Allow free expression of feelings
______Attempt to understand each other
______Recognize and admit strengths and weaknesses
______Recognize potential problems
______Empathize
______Negotiate
______Laugh and cry together